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FIRST ANNUAL REPORT
OF THE
STATE SUPERINTENDENT
OF
PUBLIC INSTRUCTION,
WITH THE
Reports of the Presidents of the Boards of School Commissioners,
AND
Statistical Tables and other Documents,
SHOWING THE CONDITION OF THE
PUBLIC SCHOOLS OF MARYLAND,
For the School Year Ending June 30th, 1868.

ANNA POLIS:
HENRY A. LUCAS, PRINTER.
1867.

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1865/62

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1865/6

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ROY WISE
CLARK
WILSON

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FIRST ANNUAL REPORT
OF THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION,
WITH STATISTICS OF THE PUBLIC SCHOOLS,

For the Year Ending June 30, 1866.

DEPARTMENT OF PUBLIC INSTRUCTION,

Superintendent's Office.

*To his Excellency, THOS. SWANN,
Governor of Maryland,*

Sir :

In compliance with legislative enactment, I have the honor to present the First Annual Report of the State Superintendent of Public Instruction, for the school year ending June 30, 1866, together with all the documents which have been issued by authority of the State Board of Education.

Very respectfully,

Your obedient servant,

L. VAN BOKKELEN,

State Supt. Public Instruction.

Baltimore, Dec. 15, 1866.

To the Governor of Maryland :

The Act of Assembly providing a uniform system of Free Public Schools for the State of Maryland requires the State Superintendent to report annually to your Excellency.

1. The condition of the schools and colleges of the State, and of all institutions under his supervision and subject to his visitation.

2. Estimates and accounts of expenditures of School moneys, and a statement of the apportionment of money to the counties and the City of Baltimore.

3. An abstract of all the reports received by him from the School Commissioners and the Presidents of Colleges.

4. All such matters relating to his office, and all such plans and suggestions for the improvement of the Schools and the advancement of Public Instruction in the State as he may deem expedient.

5. A statement of his travels in making official visits during the year.

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6. A record of the contracts, receipts and disbursements connected with the uniform series of Text Books authorized by the State Board of Education.

7. Such information concerning private and denominational Schools, Academies and Colleges, as will enable the General Assembly to estimate the extent and efficiency of all the facilities for education within the State.

8. The progress made in the establishment of the County High Schools, with such suggestions as may improve the efficiency of the instruction and increase the benefits which these schools are designed to confer.

The information required will be found in the text, statistical tables, and other documents herewith presented. The design is to give the fullest practicable record of the work of the Department of Public Instruction, that not only the General Assembly, but every citizen who is interested in the moral and intellectual progress of the State, and concerned for the welfare of children, may judge of the efficiency of the existing system of Free Public Schools by the results attained under the zealous and laborious supervision of the School officers.

Our Free School system is young, and has to contend against the difficulties incident upon organization. Like every untried scheme it must win its way to public confidence by its victories, and thus disarm prejudice and secure a place in the affections of wise and liberal minded citizens so firm, that its beneficent intentions may, by a cordial support, be fully realized.

It is by results that the value of this, in common with every act of legislation, ought to be tested. To the results attained in the space of twelve months, and in the face of many obstacles, the rigid scrutiny of every friend of popular education is invited; that if there be faults they may be corrected; if there be virtues they may have full and free opportunity for practical development. We wish the School system of Maryland to be put upon trial and judged according to evidence; to have it impartially compared with the School systems of the sister States; with those States supposed to enjoy greater opportunities than our own, and in which there has been for many consecutive years, steady, even increasing effort to perfect the Public School law. It is thought that the investigation and comparison will prove that the Free School system of our State, though young, is a young giant, and capable of overcoming while in its cradle the difficulties with which other systems have for many years been unsuccessfully contending.

Identified as I am with the School Law in its leading features; believing it to be a good working law; in all its sections strictly and efficiently practical, needing very few amendments, and these chiefly to correct ambiguities of lan-

guage which may occasion legal controversy, yet it will be to me, and all friends of popular education, a subject of heart-felt congratulation if a better plan can be devised by which greater good can be accomplished for the children who soon will be either the active citizens of the commonwealth or the mothers in our households, upon whose virtue and intelligence will depend the progress of the State and the position she will hold upon the roll of national wealth and honor.

The labor, responsibility and anxiety connected with so important and extended a work as putting into operation plans for the moral and mental training of nearly one hundred thousand children have been great, but with the blessing of uninterrupted health, the guidance of the State Board of Education and the co-operation of the able and zealous presidents of the County School Boards and the District Commissioners, the work has been done. It now presents its record of diligent effort to give our children the very best opportunities for education, at the least practicable cost to the property of the State.

If in this report there is no direct discussion of the abstract question of popular education as the grandest work of an American State—it is because that question is considered to be settled. Our policy being fixed, there need be no debate except upon modes of administration. We have endorsed the sentiment of Washington "in proportion as the structure of government gives force to public opinion, it is essential that public opinion should be enlightened." We believe the education of the people to be the only permanent basis of national prosperity and national safety. We recognize, in its most liberal construction, the principle that every child has a right to education—that the property of the State is morally as well as legally pledged to secure that moral and mental training which will make citizens virtuous, intelligent, industrious. We advocate free education, not as a charity, but as a part of the freedom of the State, to which every child has the same claim as it has to life, and the means necessary to sustain it.

But supposing these higher principles not to be recognised, granting that no such natural right exists, antecedent to and controlling all acts of assembly, we can urge the very lowest grade of utilitarian logic, and prove that property has an interest in universal education. It will make dollars weigh heavier and shillings move more nimbly. There is no farm, no bank, no mill, no shop, unless it be a grog shop, which is not more valuable and more profitable because of the school house. Homes are more pleasant, if located among a well educated, than if surrounded by an ignorant population. Thus, weighed in the balance of selfish interest, it becomes a duty which property owes to itself to provide education for all. Adding the arguments of the utilitarian to

the demands of duty, the School door is opened to every child, and our only labor now is to make the Schools equal to the need of the rising generation and the expectations of those who establish and sustain them.

In the report transmitted by your Excellency to the Special Session of the General Assembly, Jan'y 9th, 1866, the work of the State Board of Education was fully related up to December 31, 1865. I refer to that report for some facts required to give the full history of educational labors, and also, as embodying the views of a large number of intelligent citizens and earnest School men, relating to the intellectual progress of our State under the old local laws establishing Public Schools.

STATISTICAL SUMMARY.

From the Statistical Tables of the several counties, the following summary of the work of the Schools, during their first year, is prepared. The statistics of Baltimore City Public Schools, are not included in the summary for reasons stated below.

To secure accuracy in these Statistics, and make them valuable as a basis for calculating the amounts needed for the support of the Schools, the records of School work are kept uniformly in each School house by the teacher, in each District by the School Commissioner, in each County by the Secretary of the School Board, and at the close of the year, transmitted to the State Superintendent by the President of each County Board upon forms precisely the same for all.

A School Register is provided for each School house, in which are recorded the names of the pupils, the time of attendance and the branches studied. From this Register, the teacher prepares, according to a prescribed form, a Term Report, which is handed to the Commissioner. From these the Commissioner makes a District report, also after a prescribed form, and the District reports combined are recorded by the Secretary at the end of each term or quarter in a Record Book, which is of the same form in every County. This is a stoutly bound volume large enough to contain the District and County reports for several years, thus securing a permanent record by which to judge of the progress of School work.

From this record the annual County Report is prepared by each President, also according to a prescribed form, which being the same in each County, enables the Superintendent to present as nearly as practicable an accurate Summary of School work, as exhibited in condensed form below, and in detail in the tables printed at the end of this report.

These School Registers, and forms for quarterly and annual reports not having been used in the Baltimore City Schools and their Scholastic year ending with the secular year, are

the reasons why the City Statistics are not incorporated with the general averages.

There are in the 21 Counties 1400 School districts. In these Districts there are 1219 School houses, of which there are 324 built of Logs, 681 of Frame and weather-boarded, 121 of Brick, 93 of Stone. Schools have been open an average nine 1-10 months. For ten months in Ann Arundel, Baltimore, Calvert, Caroline, Dorchester, Frederick, Howard, Kent, Prince George, Queen Anne, Somerset, St. Mary's, Talbot and Worcester; for nine months in Cecil, for seven and a half months in Charles, Harford, Montgomery, Washington, and for six months in Allegany and Carroll.

Number of different persons employed as teachers, 1533, of which 926 were men, 607 were women.

The average number of children attending school, 43,750, of which 24,839 were boys, 18,911 girls.

The total number of different children taught, 64,793, of which 36,831 were boys, 27,962 girls.

The number studying each branch, as reported, was as follows:

Spelling.....	40,390
Reading.....	35,010
Writing.....	28,729
Arithmetic.....	25,310
Geography.....	15,209
English Grammar.....	9,583
History.....	5,563
Book Keeping.....	377
Algebra.....	370
Natural Philosophy.....	949
Botany.....	47
Rhetoric and Composition.....	113
Vocal Music.....	30
Geometry.....	8
Latin.....	24
Greek.....	4

The whole white population of these counties, of school-going age, being estimated at 95,000, it appears that two thirds of all the children depend upon the daily Public School for Education.

In view of this fact who can over estimate the importance of making efficient, for all its beneficent purposes, the system upon which depend interests dear to the hearts of parents, and of vital importance to the prosperity of the State.

SCHOOL HOUSES.

During the year new School houses built.....	17
“ “ old houses repaired.....	206
“ “ houses furnished with desks.....	68

The whole number of School houses is.....	1219
There are in good condition.....	323
“ “ “ ordinary condition.....	438
“ “ “ bad and unsuitable condition.....	458
“ “ “ houses well furnished.....	187
“ “ “ badly furnished.....	1032
“ “ “ provided with maps.....	104
The titles as reported are vested:	
In the Boards of School Commissioners.....	479
In Local and other Trustees.....	328
In private persons.....	289
The estimated value of School houses, lots and furniture is	
	\$284,690 06.

There are still needed to give each district a School House 153 new buildings, but in order to provide a *good* School house for those districts which use the old log buildings erected 25 to 50 years ago, it is estimated that at least 700 School houses must be built, for which provision ought to be made by legislative enactment.

COST OF THE SCHOOLS.

Total amount paid for teachers' salaries.....	\$356,680 50
“ “ “ “ incidental expenses.....	29,737 09
“ “ “ “ rent of School houses.....	2,589 32
“ cost of 1359 Schools.....	389,006 91
Average cost of each School organized	286 24
“ “ “ “ “ for 9.1 months.....	356 56
Average Salary of each teacher employed.....	232 66
“ “ “ “ “ “ 9.1	
months...	310 16
Average cost of each different pupil.....	6 00
Cost of each average pupil for 9.1 months	8 89

COST OF SCHOOL HOUSES.

The amount expended during the year by School Boards for building, repairing and furnishing School houses is
\$20,078 41

There have been large private subscriptions also for these purposes.

SUMMARY OF SCHOOL REVENUES, YEAR ENDING JUNE 30TH, '66.	
Proceeds of State 15 cent tax for 1865.....	\$256,930 78
State Free School fund.....	95,762 56
State donations for public Schools.....	16,500 00
Interest on permanent funds.....	20,253 54
Local tax in Counties.....	80,270 43
Teachers' Certificates.....	958 06

Fines and forfeits.....	674 22
Arrears of Local School Tax and other money due School fund.....	32,780 19
Other Sources.....	10,025 16

Total receipts.....\$514,154 94

SUMMARY OF DISBURSEMENTS FOR YEAR ENDING JUNE 30TH, 1866.

Teachers' Salaries.....	*\$355,918 43
Incidental Expenses, Fuel, Stoves, &c.....	29,731 79
Rent of School Houses and Lots.....	2,589 32
Building School Houses)	
Repairing " ")	20,078 41
Furnishing " ")	
High Schools or Academies.....	1,728 34
Treasurers' Salaries.....	8,302 17
Office Expenses, Account Books.....	5,238 16
By Laws, Blanks, Printing, Advertising and Legal Fees.....	1,939 07
Salaries of Presidents and Commiss. in Allegany, Anne Arundel, Calvert and Queen Anne Cos.	†5,130 00
All other purposes..	3,410 02
Debts of Local School Boards paid.....	43,359 92

Total Disbursements.....\$477,425 63

SUMMARY OF THE STATISTICS OF THE PUBLIC SCHOOLS OF THE CITY OF BALTIMORE.

Whole number of Schools.....	88
High School for Boys.....	1
High Schools for Girls.....	2
Grammar Schools for Boys.....	13
" " " Girls.....	16
Primary Schools for Boys.....	20
" " " Girls.....	32
Evening Schools.....	4
Whole number of teachers.....	411
of which 36 are men, 375 women.	
Total number of different pupils enrolled...	29,078
of which 13,107 are boys, 15,971 girls.	
Average number of pupils enrolled.....	18,307
Average attendance per term... ..	14,461
The Schools were open ten months.	
Number of School houses.....	38
Estimated value of School property.....	492,644

* There is a small balance on teachers salaries due, but not paid at the close of the year.

† Of this amount \$3,050 have been paid by the County Commissioners, and the balance, \$2,080 will be paid as provided for by law.

FINANCES.

Amount paid for teachers' salaries.....	\$205,069 26
Text Books, Rent, Ground Rent, Repairs, Fuel and Incidentals.	88,832 78
Total cost of Schools.....	293,902 04
Average cost of each School.....	3,342 06
Average annual Salary of each teacher including High Schools.....	498 95
Cost for ten months of each different pupil en- rolled.....	10 10
Cost for ten months of each average pupil.....	16 11

From this Summary, taken together with the State and County tables, a complete and accurate knowledge can be obtained not only of the extent, but of the detail of School work for each term, and for the whole year, in each Commissioner District and through the entire State. The figures ought to be studied closely by those who have to legislate for Schools, that they may comprehend the magnitude of the interests to be guarded and the resources needed.

Here the subject might be left, for no words can give emphasis to these figures or prove more conclusively than they what has been accomplished and what remains to be done.

Two facts must be apparent to every person who studies these statistics, 1st, that large results have been secured by very small means, the cost of instruction for each different child including all incidental expenses for fuel, repairs to furniture and slight repairs to houses, being only six dollars for the 9 1-10 school months or 66 cts. per month; 2d, that the salaries of teachers are not sufficient for their laborious work, nor liberal enough to secure that high order of teaching talent which is desirable and must be had, if the schools are to be made equal to the wishes of all classes of citizens. Though the administration of the schools has been economical, it is not commended solely on that account, for cheap schools are often the dearest; neither ought we to claim credit for the self-denying labor of the teachers, nor because money has been saved by depriving the schools of teaching facilities and apparatus, such as Blackboards, Maps and Charts for Object Lessons, and a few valuable books of reference for the teacher's desk.

The estimated revenue for the current school year will not be less than that of the last. Schools will therefore be open the same average period and teachers receive no addition to their salaries.

What the resources of next year will be, the General Assembly will determine. On this subject certain suggestions are made, based upon estimates of the whole wants of the Schools, including expenses of every kind, except building

new school houses. For the continuance of the Local Tax in those Counties which ask for it, provision will, it is hoped, be made by a Public General Law such as the Constitution authorizes. Without this local tax the Schools can be kept open in all the populous counties for six months only. This subject will be discussed under its proper caption.

Attention is directed to the following tables. Table I shows the comparative cost of Schools in Maryland and eleven other States. It appears that our Schools have been kept open longer than those of any other State, and at a cost less than the average.

Table II exhibits the revenue of each County for School purposes received from the State Treasury; the number of children enrolled, and the amount of School money for each. From this it appears that the *per capita* in many of the Counties is so small that a local tax is not only desirable, but essential.

Table III exhibits the amounts of School money paid by each County into the State Treasury, and the amounts apportioned according to the population between 5 and 20 years, also what the apportionment would be were the money divided according to the white population only.

I.

COMPARATIVE TABLE,

Showing the average monthly salaries paid teachers of Public Schools in twelve different States, the number of months the Schools were open, and the cost per month of each registered pupil.

STATE.	Salary of Teachers per month.	Number of months Schools were open.	Cost of each registered pupil per month.
Maryland.....	34.06	9.1	0.66
Maine,.....	22.88	5.7	1.43
Massachusetts..	33.07	7.6	1.03
Vermont.....	20.32	6.	.72
Connecticut....	22.50	7.5	.62
Pennsylvania..	22.05	5.6	.68
Ohio.....	23.10	6.3	.64
Michigan.....	25.16	6.2	.67
Indiana.....	34.90	4.3	.54
Illinois.....	24.74	6.5	.60
Wisconsin.....	22.09	5.5	.69
Iowa.....	21.36	4.	.90
Average.....	25.52	6.2	.76½

From this table it appears that Schools were kept open longer in Maryland than in any other State, and the cost of each enrolled pupil was less per month than the average, while the salaries of teachers were higher.

TABLE II.

Showing the Amount of State School Tax levied in each County and the City of Baltimore for the year 1865; the Amounts received therefrom, the total Amount for each Pupil registered, and the Amount per Month; during the School Year, ending June 30, 1866, also the State donations to Schools and Academies.

COUNTIES.	State School Tax levied for 1866.	State School Tax apportioned for 1866.	Free School Fund for 1866.	Total Amount received from the State.	No. Months Schools were open.	Number of Children on the Register.	Amount received for each Child.	Amount per Month received for each Child.	State Donations to Academies and Schools.
Allegany.....	\$7,418 12	\$18,264 24	\$3,333 16	\$21,597 40	6	5,000	\$4 32	\$0 72	\$1 200
Ann Arundel.....	9,585 15	15,818 57	3,677 25	19,475 82	10	1,926	10 12	1 01	800
Baltimore City.....	193,799 72	117,045 31	8,786 25	125,831 56	10	28,078	4 33	43	
Baltimore County.....	31,658 20	32,386 16	4,387 98	36,774 14	10	8,630	4 26	43	1,200
Calvert.....	2,880 23	6,911 16	2,248 39	9,159 55	10	690	13 27	1 33	1,200
Caroline.....	3,144 82	7,367 30	2,966 09	10,333 39	10	1,680	6 15	62	1,200
Carroll.....	15,384 11	15,069 55	3,682 29	18,731 84	6	5,063	3 70	61	1,200
Cecil.....	11,646 97	14,546 08	3,702 51	18,248 59	9	4,196	4 35	48	1,200
Charles.....	4,842 88	10,883 47	2,327 09	13,210 56	7½	874	15 12	2 02	1,200
Dorchester.....	6,996 93	13,145 67	3,601 75	16,747 42	10	2,057	8 14	81	1,300
Frederick.....	31,979 28	29,379 99	6,261 13	35,641 12	10	7,888	4 52	45	1,200
Harford.....	10,290 34	14,194 30	4,026 27	18,220 57	7½	3,230	5 64	75	1,200
Howard.....	5,795 61	8,686 92	3,268 93	11,955 85	10	1,555	7 22	72	1,200
Kent.....	7,825 14	8,291 37	3,284 55	11,575 92	10	1,475	7 85	78	300
Montgomery.....	7,458 09	11,600 51	5,169 01	16,769 52	7½	2,000	8 38	1 12	1,400
Prince George.....	11,439 62	15,212 62	3,545 76	18,758 38	10	1,240	15 12	1 51	1,200
Queen Anne.....	8,015 16	10,221 98	3,516 06	13,737 04	10	2,120	6 48	65	1,200
Somerset.....	7,814 93	16,333 62	2,720 16	19,053 78	10	2,631	7 25	73	1,200
St. Mary's.....	3,903 22	9,590 79	3,471 47	13,062 26	10	1,005	13 00	1 30	1,200
Talbot.....	7,448 90	9,249 10	4,044 85	13,293 95	10	1,810	7 34	73	1,200
Washington.....	21,699 97	19,913 76	3,911 10	23,824 86	7½	6,689	3 56	48	1,200
Worcester.....	6,771 06	13,685 98	3,545 25	17,231 23	10	2,334	5 87	59	1,200
	\$417,798 45	\$417,798 45	\$85,457 30	\$503,255 75		93,871			\$24,200

TABLE III.

Showing the Population between the Ages of Five and Twenty Years, Assessment, Levy of State School Tax for 1865, and the Apportionment of School Tax for School Year, ending June 30, 1866, in each County and the City of Baltimore, and what the Apportionment would be if according to the White Population only.

COUNTIES.	White Population between 5 and 20 years.	Colored Population between 5 and 20 years.	Total Population between 5 and 20 years.	Assessment.	Levy of State School Tax for 1865.	Apportionment of School Tax for 1865, to Population and Black.	Apportionment of School Tax for 1865, to White Population only.
Allegany	10,387	464	10,851	\$4,945,415	\$7,418 12	\$18,264 24	\$23,817 53
Ann Arundel	4,49	4,902	9,398	6,390,105	9,585 15	15,818 57	10,309 39
Baltimore City	60,450	8,988	69,538	129,199,817	193,799 72	117,045 31	138,841 94
Baltimore County	16,472	2,769	19,241	21,105,468	31,658 20	32,386 16	37,770 51
Calvert	1,461	2,645	4,106	1,920,156	2,880 23	6,911 16	3,350 09
Caroline	2,897	1,480	4,377	2,096,549	3,144 82	7,367 30	6,642 86
Carroll	8,157	796	8,953	10,256,074	15,384 11	15,069 55	18,704 11
Cecil	7,176	1,466	8,642	7,764,646	11,646 97	14,546 08	16,454 66
Charles	2,082	4,384	6,466	3,228,587	4,842 88	10,883 47	4,774 05
Dorchester	4,387	3,423	7,810	4,694,462	6,996 93	13,145 67	10,059 45
Frederick	14,170	3,285	17,455	21,319,529	31,979 28	29,379 99	32,491 99
Harford	6,262	2,171	8,433	6,860,231	10,290 34	14,194 30	14,358 85
Howard	3,434	1,727	5,161	3,863,740	6,795 61	8,686 92	7,874 21
Kent	2,633	2,293	4,926	5,216,760	7,825 14	8,291 37	6,037 50
Montgomery	4,033	2,859	6,892	4,972,061	7,458 09	11,600 51	9,247 72
Prince George	3,537	5,501	9,038	7,226,412	11,439 62	15,212 62	8,110 39
Queen Anne	3,096	2,377	6,073	5,343,441	8,015 16	10,221 98	7,099 17
Somerset	5,810	3,894	9,704	5,209,957	7,814 93	16,333 62	13,322 41
St. Mary	2,419	3,279	5,698	2,602,152	3,903 22	9,590 79	5,546 80
Talbot	2,896	2,599	5,495	4,965,938	7,448 90	9,249 10	6,640 57
Washington	10,634	1,197	11,831	14,446,646	21,699 97	19,913 76	24,383 90
Worcester	5,216	2,915	8,131	4,514,040	6,771 06	13,685 98	11,960 35
TOTAL	182,205	66,014	248,219	\$278,512,186	\$417,798 45	\$417,798 45	\$417,798 45

I now pass to several special topics, all of them important, and some concerning which information is needed to correct misapprehension. The appendix contains the by-laws issued by the State Board, Circulars issued by the State Superintendent, and an abstract of the proceedings of the Association of School Commissioners.

The subjects discussed are

1. School supervision.
2. Plans for the improvement of teachers.
3. Text Books, School Libraries and School Journal.
4. School Houses.
5. Irregular attendance at School.
6. Academies, High Schools and Colleges.
7. The Maryland Institute Schools.
8. Graded Schools.
9. Travels of the Superintendent.
10. Private Schools and Academies.
11. Comparative cost of the Schools and the Courts, &c.
12. Amendments to the School Law.
13. School Revenues.
14. Miscellaneous.

SCHOOL SUPERVISION.

To have good Schools there must be an active, intelligent and continued supervision. Without this the best theories will fail to produce beneficent results. Young teachers left to themselves will become discouraged, older teachers will be negligent, and settle down into apathetic routine work. School houses will be neglected and cheerless, children discontented and listless. There must be a supervising eye, a guiding mind, an active, energizing intelligence. Having studied the history of the progress of education in all the States by reading the reports transmitted to the Legislatures for a series of years, I find no note of progress until the system of County Superintendence by practical school men was adopted. This at once infused vitality, and when compensation was given to reliable, earnest men to devote their time to the work, from that date the Public Schools began to advance and meet the wants of the citizens. Schools literally groped in the dark—withered into worthlessness—became the reproach instead of the honor of the district when organized on independent bases and conducted without supervision.

A New Jersey report, 1864, lamenting the impotency of the School system, asks—"What can the State do to improve its condition?" The reply is, "Experience has taught us that this can be effected only by active Superintendents, who will devote their time to the supervision of the Schools, thus securing uniformity and efficiency.

A New York report, 1860, says: "The experience of

another year, and a wider range of observation prove the value of the system of School supervision."

Pennsylvania, 1864.—"This energizing agency is becoming more and more efficient, and the labours and influence of the Superintendents more and more appreciated."

1865.—"The wisdom of the plan of supervision is abundantly indicated by results. Teachers are better educated, Schools better taught and the public mind better informed on the subject of education, and the whole common School system made almost universally popular."

1866.—"County Superintendents were first elected in this State in 1854, and it is not claiming too much for the office to say that it has vitalized the whole system."

To it, more than to any other agency, or to all other agencies combined, we owe our educational progress during the last twelve years."

Pennsylvania pays for salaries of County Superintendents over \$60,000 annually, the average School year being less than 6 months, and thinks the money wisely appropriated.

I find the same testimony everywhere. Even young Kansas speaks: "The County Superintendent is the most important office in our School System." Guided by the experience of those who preceded Maryland in the work of State Education an active and most efficient system of supervision has been provided, and from the ability and zeal of the gentlemen whom it has been the good fortune of the State Board of Education to select, our complete success is only a question of time, if means be provided adequate to the work of building and furnishing school houses and paying the salaries of our 1500 teachers.

The detail of the system of supervision is this. Each County has been divided into School districts, averaging an area of 6 square miles. There are in all the Counties 1,400 Districts, the largest number 124 being in Washington County; the smallest, 21, in Calvert County. In each district a School House site has been or will be selected near the centre of population convenient of access by the County roads. Where no physical obstacles intervene such as streams, swamps, mountains, the school house is within easy walk, and not over 2½ miles from the most distant child.

For each School a visitor is selected from among the patrons who acts as the friend and adviser of the teacher and assists in procuring the articles needed for the comfort of the children. This visitor is also expected to aid by his influence to maintain discipline and secure parental co-operation.

Several School Districts united, (not more than 15 at present in any County,) constitute a Commissioner District, over which is a School Commissioner, who selects a teacher for each School from among the persons, who by examination

have been found qualified, aids in the distribution of text books, visits the Schools, and attends to the repair and protection of School property. The Commissioner receives the term report of each teacher in his District, compares it with the School Register, adjusts and pays the salary with funds procured from the Treasurer. The Commissioners form a Board of Education for the County, and meet quarterly to audit teachers' accounts and provide means for their payment. At these meetings, all School business of general interest is discussed, and plans are adopted to advance in every practicable way, the interests of the Schools. This Board also hears and decides questions at issue between patrons and teachers, or between teachers and individual Commissioners.

The President of the School Board performs all the duties of a County Superintendent. He visits each School once a term and examines the children. He holds stated examinations of teachers and issues certificates to those who are qualified. He has the oversight of all School work, and as the By-Laws provide is the active head of the system within the limits of the County. He is the connecting link between the State Board of Education and the Schools. From the State Superintendent through the President of each County School Board, the decisions and plans of the State Board reach every Commissioner, every teacher, and every School in the State, securing uniformity, while leaving considerable discretion to each local officer by which to adapt general principles to the peculiar wants of his District.

The Schools of Maryland, thus have a three-fold supervision. 1st. By the President whose authority extends over all the Schools of the County. 2nd. By the District Commissioner, who takes care of the Schools within his District. 3d. By the visitor who is interested in the particular School committed to his oversight. We may add to this the State Superintendent, who visits annually each County, for conference with the Board of School Commissioners and inspects all the Schools within his reach.

School Commissioners are County officers, paid for their services as other County officers are. We thus have two Boards of County Commissioners, the one taking care of material interests, supervising Courts, Jails, Alms Houses, Roads, Bridges, &c., the other guarding the State's best treasure, the hearts and minds of her children, supervising Schools and their teachers.

THE COST OF SUPERVISING THE SCHOOLS has been the subject of frequent remark, and exaggerated ideas prevail which require some explanation. The annexed table shows the salary paid to each President, making in 21 Counties, an aggregate of \$20,000. This not only yields a direct return, but indirectly saves ten times the amount by increasing the efficiency of

the Schools. Without supervision, as every practical man knows, a large portion of the School revenue is spent without any benefit to the children or the State. Such was emphatically the case under the old systems. There was no responsible head, no person who had time or inclination to examine the children, or ascertain whether teachers properly discharged their duties. There was no uniformity in methods of teaching, little regularity, for systematic discipline. It is in School as in any other branch of industry. The supervising eye is needed, needed as much where children are taught, as on the Farm, or in the Factory, where laborers and artisans work.

As the State has ordinarily, no right to any man's time, without proper compensation, and as few men can give their time without remuneration, it is not only sound policy, but duty to pay for public services rendered. To each Commissioner, a per diem of \$3, is allowed, the whole amount in any year not to exceed \$100, a sum scarcely sufficient for actual expenses; certainly a small return for the time taken from regular daily work.

Out of the salaries of the Presidents, personal and traveling expenses when on visitation through the County are paid. These deducted from the gross receipts, leave a balance little more than the per diem of a Commissioner, for which are performed all the duties of County Superintendent, Examiner of teachers and pupils, purchaser and distributor of Text books and Auditor of accounts. The Presidents in the larger Counties devote their whole time to the work, and by frequent visits for examining pupils and inspecting School houses, and addresses to parents and children, accomplish good, not to be estimated by dollars and cents. But such argument is not needed. To object because the State pays for work done for the public, is unreasonable. Every man should be fairly paid for public services, and held to a strict accountability. School officers like other men, need food and clothing for themselves and families. Their time is their money. They now labor for the children, at a loss to themselves. Some of these gentlemen have been working nearly 18 months, without receiving one dollar of their salary.

Such ought not to be the fact anywhere.

SALARIES OF PRESIDENTS.

County.	Name.	Amount.
<i>Allegany.</i>	J. M. Shober.	\$1200
<i>Anne Arundel.</i>	F. R. Anspach, D. D.	850
<i>Baltimore Co.</i>	R. C. McGinn.	1200
<i>*Baltimore City.</i>	J. N. McJilton, D. D.	2000

*Superintendent of Public Schools.

County.	Name.	Amount.
<i>Calvert Co.</i>	J. R. Quinan, M. D.	700
<i>Caroline.</i>	M. A. Booth, M. D.	800
<i>Carroll.</i>	J. H. Christ.	950
<i>Cecil.</i>	F. A. Ellis.	950
<i>Charles.</i>	W. R. Wilmer, M. D.	900
<i>Dorchester.</i>	R. F. Thompson.	1000
<i>Frederick.</i>	L. H. Steiner, M. D.	1200
<i>Harford.</i>	T. C. S. Smith.	950
<i>Howard.</i>	S. K. Dashiell.	700
<i>Kent.</i>	H. Meeks.	800
<i>Montgomery.</i>	W. H. Farquhar.	950
<i>Prince George.</i>	J. H. Bayne, M. D.	950
<i>Queen Anne.</i>	J. W. Thompson.	950
<i>St. Mary's.</i>	J. H. Bunting, D. D.	800
<i>Somerset.</i>	H. A. White.	1050
<i>Talbot.</i>	S. A. Harrison, M. D.	950
<i>Washington.</i>	T. S. Boullt.	1200
<i>Worcester.</i>	S. K. Stewart.	1050

PLANS FOR THE IMPROVEMENT OF TEACHERS.

Until the State Normal School provides for each County home-teachers thoroughly prepared for their work, expedients must be adopted to improve teachers, now engaged in the schools, who have not had the benefit of thorough professional training.

These are Examinations by the County President, Teachers' Institutes and Teachers' Associations.

The want of qualified teachers is felt in all parts of the State; teachers competent to instruct, and by temperament and moral habits fit to have the care of young children, and able to secure the confidence and respect of older pupils.

Letters frequently received at the office of Public Instruction, asking for competent teachers, give evidence that the people are awakening to the importance of scrutinizing the work of the school room and the character of those who discharge the most sacred and responsible duty which can devolve upon any citizen. The difficulty in supplying the demand is great. The existence of the demand suggests the consideration of plans by which it may be met. Upon the efficiency of these will depend to a great extent the success of the effort to make the Schools acceptable to parents and beneficial to the children.

The Agency most likely to produce immediate and profitable results is the careful examination of teachers. This is required by the law and has proved its value not only by purging the Schools of ignorant pedagogues, but by developing true teaching talent and placing competent instructors in a large portion of the Schools.

The character and ability of some old time teachers are well known. They were qualified to read, to write and to whip. Like the old field School houses they were good for nothing. They degraded the public schools and discouraged the children. Such cannot stand the test of the present law, and it is hoped will soon disappear from places for which they have no qualifications, natural or acquired.

To render these examinations practical and comprehensive, they are conducted by the chief school officer in each County, the man who knows the wants of the schools and is responsible for their condition. If candidates can give evidence of good moral character and correct knowledge of the branches to be taught, they receive the certificate, which admits them to the school room. If not, they are rejected, because unless there be intelligent teachers there can never be good schools; there can be no vitality, no real growth. Some persons have objected to this reasonable mode of testing fitness to teach; but the answer is "There is no other door by which the school room can be entered." He who seeks to enter in by any other way is, as concerns the welfare of the children and the Public money appropriated for their benefit, "a thief and a robber." When the State assumes the responsibility of educating the young, she assumes the duty of providing competent agents for this important work and hence not only applies a rigid scrutiny, but should grant every practicable encouragement and facility to the teacher for securing the requisite qualifications. This has been done and now the examiners stand as sentries at the school house door and see that none enter but those who are competent to be teachers and guides of the young.

One result of this system of examination has been to cause teachers to review their studies and enter upon systems of self-discipline. To aid them in this laudable effort, the law has provided

TEACHERS' INSTITUTES.

These Institutes are temporary Normal Schools in which the teachers of the County assemble to receive instruction from competent Professors in the art of teaching and governing their Schools. They are convened once in each year and extend, in a limited degree, to those actively engaged in the School room the benefits of a professional training similar to that of the State Normal School. Wherever Institutes have been held during the year teachers have passed enthusiastic resolutions endorsing their value. In many of the States liberal special appropriations are made to sustain and the very best teaching talent and the most eminent Professors employed to conduct Institutes. The policy is good, for whatever improves the teacher improves the School. A School system may be theoretically perfect, but it will fail without the wide-

awake active teacher, and therefore Maryland has incorporated in her School Law this essential feature which has worked so well wherever fairly tried under liberal auspices. For further information on this subject I refer to the report of the Principal of the State Normal School.

TEACHERS' ASSOCIATIONS.

This is another agency for the improvement of teachers through which they seek to benefit one another by conference and the discussion of School questions chiefly relating to instruction and government. Papers are read on professional subjects and illustrations given of modes of teaching. The sessions sometimes take the form of an experience meeting and each member gives a narrative of his School work and School difficulties, through which many valuable suggestions are made and much practical information imparted. These Associations are being formed in all the Counties, following the example of Baltimore City and those Counties, in which they have existed for several years. Educated men and women and teachers of private Schools frequently attend and contribute their quota to the general fund of professional knowledge.

It is hoped that intelligent citizens of all professions and specially those who teach from the pulpit will aid and encourage these Associations for mental culture and thus contribute a little towards elevating the profession of the teacher and giving him that position, to which, by his important labors, he is eminently entitled.

The tendency of these re-unions is to create an *esprit du corps*, to stimulate teachers to greater efforts for self-culture, and to encourage them by practical evidence that they are not alone, but have the sympathy of many co-laborers in the same field, all working together to elevate the standard of popular intelligence and the capacity for virtuous living.

Out of the County organizations has grown the STATE TEACHERS' ASSOCIATION. This is composed of all the teachers engaged in the Public Schools of Maryland. The initiatory meeting of this association was held in Baltimore, December 28, 1865, under the auspices of a committee of the Professors of the City High Schools and Principals of the Grammar Schools, thus furnishing most gratifying evidence of the existence of a kind and fraternal feeling. The first regular meeting convened July 10, 1866, in the commodious Hall of the Western Female High School of Baltimore City. There was a large attendance from the City and Counties. A constitution and by-laws were adopted, permanent officers were elected, and all arrangements made for active work. I consider this State association as an important agency in elevating the teachers' profession, and giving a practical direction

to School work; and in the discharge of my duties as Superintendent will always give most careful attention to any suggestions emanating from a body, so strictly representative, as to the wants of the Schools in their daily work. To such suggestions heed ought to be given, and from such sources advice ought to be sought to bring School legislation out of the region of theory into that of substantive fact. As far as practicable I have attended the meetings of County and State associations, availing myself of the opportunity to expound the School Law, and to discuss the duties and responsibilities of teachers, the proper methods of teaching, and the correct system of discipline by which children may be made to love school and devote themselves cheerfully to their books.

THE STATE NORMAL SCHOOL.

This Institution has been in operation since January 15th, 1866. For a detailed exhibit of its work I refer to the interesting report of the able educator who presides over this important School, which is the heart of our system of public instruction, for from it are to come the energy and intelligence which, circulating through the school houses of the whole State, will infuse vitality into the work.

The law of 1865 anticipated that the Mayor and City Council of Baltimore would provide suitable buildings for the different departments of the School, and thus secure its permanent location in that City. Thus far nothing has been done; but from the interest manifested in the subject it is probable that the City will unite with the State authorities in carrying out the design of the law. The School now labors under serious disadvantages from lack of proper accommodations, both for the normal department and the schools of practice.

By order of the State Board of Education, a large hall has been rented at \$1,000 per annum. This rent is to be charged among the incidental expenses of the School, but no specific appropriation having been made for this purpose, legislation is needed to enable the State Board of Education to comply with its contract.

The annual appropriation for the faculty is sufficient for the present wants of the School. A special appropriation of from 2 to 3000 dollars is needed for the immediate purchase of modern educational apparatus. The teachers of the children of the State ought to enter upon their work thoroughly prepared, familiar with the best modes of teaching, and practically acquainted with all the facilities for illustrating elementary branches of study, awakening the perceptive faculties of young pupils, and rendering attractive the work of the school room.

I cannot urge too strongly the importance of fostering, by

wise and liberal legislation, this State Normal School. Its importance is paramount. At each successive visit to the School, whether alone or in company with State officials, School Commissioners, or strangers from other States, my conviction has been strengthened that the work done is real. There is no sham about it. Everything is practical, and based upon true philosophical principles of culture, moral, mental and physical. The School is even now an honor to Maryland. While I would encourage all agencies for higher education, such as County High Schools and State Colleges, yet I know that to make these prosper we must have a thorough system of Primary and Grammar Schools. These cannot be sustained unless we provide qualified teachers from the residents of each County; home teachers, who will remain at their posts. To secure these we have no permanent agency but the the State Normal School. By sustaining it a foundation will be laid deep and broad upon which a High School and College system will stand firmly and develop prosperously.

The practical working of the School, and what it needs to accomplish its noble mission are so fully set forth in the Report of Prof. Newell that further remark in this connection is unnecessary.

Baltimore, December 31, 1866.

REV. DR. VAN BOKKELLEN,

Sir:

I have the honor to submit to you the FIRST ANNUAL REPORT of the Maryland State Normal School.

The school was opened on the 15th of January, in the building known as the Red Men's Hall, and continued in session till the 8th of June. At the opening, 11 students were present, all but one being from the City of Baltimore. At the close, 48 names were on the roll, of whom one-third came from the counties.

At the Commencement, which was held on the 8th of June in the New Assembly Rooms, in the presence of a large and highly respectable audience, 16 students graduated, 4 as Teachers of Grammar Schools, and 12 as Teachers of Primary Schools. In the unavoidable absence of the Governor, the diplomas were presented by the State Superintendent; and interesting and encouraging addresses were delivered by John H. B. Latrobe, Esq., and Hon. John M. Frazier, of the State Board of Education.

THE FALL SESSION commenced on the 15th of September, as required by law, with 48 students in attendance: of whom 15 had been at school the previous session. The number increased week by week till the close of the session, Dec. 20th, when there were 71 on the roll, and 65 in actual attendance.

The following table shows the names of all the students for the year 1866, the time of entrance and of leaving, their birth-place, residence, and, as far as could be ascertained, their present occupation.

NAME.	Place of Birth.	Residence.	Where educated.	Entered.	Left.	Occupation after leaving School.
1 Marie C. Nelson.....	Baltimore.	Baltimore.	Grad. at W. F. High School.	Jan.	June—Grad. Teach. Gram. Sch.	Teach. in Fem. Gram. Sch. No. 1.
2 Mary Louisa Trott.....	Montgomery, Al.	"	Private Schools.	"	"	"
3 Mary C. Newell.....	Baltimore.	"	"	"	June—Grad. Teach. Prim. Sch.	Teaching Priv. Sch. Balt. City.
4 Sophia M. Fowler.....	"	"	"	"	"	"
5 Fanny A. Daly.....	"	"	Undergrad. W. F. High Sch.	"	June—Grad. Teach. Gram. Sch.	Assistant in State Normal School.
6 Sarah E. Richmond.....	Baltimore Co.	"	Grad. W. F. High Sch.	"	"	"
7 Sarah E. Snyder.....	Baltimore.	Baltimore Co.	Publ. Sch., Balt. Co.	"	June—Grad. Teach. Prim. Sch.	Teaching in Male Gram. Sch. No. 6.
8 A. Janet Graham.....	"	"	Undergrad. W. F. High Sch.	"	"	Teaching Publ. Sch., Govanstown, Baltimore Co.
9 Charlotte F. Beally.....	"	"	Grad. E. F. High Sch.	"	"	"
10 Walter W. White.....	Oxford, Engl.	"	Publ. Schools, Balt.	"	"	Teacher in Male Gram. Sch. No. 8.
11 Selina Cole.....	Baltimore.	"	Grad. W. F. High Sch.	"	"	"
12 Mary Albaugh.....	"	"	Frederick Fem. Sem.	"	"	"
13 Lucy C. Allen.....	Lynchburg, Va.	"	Priv. Sch., Richmond, Va.	"	"	Teacher of Public Sch. No. 2, 6th Com. Dist., Balt. Co.
14 Charles Blanchard.....	Catekill, N. Y.	"	County Schools, N. Y.	"	Novabr.	Teacher of Public Sch. No. 14, 4th Com. Dist., Balt. Co.
15 Evan G. Ellis.....	Wales.	"	Private Schools.	"	June—Grad. Teach. Prim. Sch.	Teach. in Prim. Sch. No. 15, Balt. City.
16 Ida Hush.....	Baltimore.	"	Grad. W. F. High Sch.	Febr.	"	Teaching Public School, Cecil Co.
17 Clara Gay.....	Cecil Co.	Cecil Co.	Publ. Sch., Cecil Co.	"	"	"
18 Susan M. Conrad.....	Baltimore.	Baltimore.	Private Schools.	"	June—Grad. Teach. Gram. Sch.	Teach. in Male Gram. Sch. No. 10.
19 Leon Dalseheimer.....	New Orleans, La.	"	Grad. Univ. of N. Jersey.	"	"	"
20 Miriam C. Janney.....	Cecil Co.	Cecil Co.	Publ. Sch., Cecil Co.	"	"	"
21 Mary Nowland.....	"	"	Publ. Sch., Cecil Co.	"	"	"
22 Virginia Rimby.....	Baltimore.	Baltimore.	Grad. W. F. High Sch.	"	"	"
23 Harry Gent.....	Baltimore Co.	Baltimore Co.	Publ. Sch., Balt. Co.	"	"	"
24 Maria McCullough.....	"	"	Publ. Sch., Balt. Co.	March.	"	"
25 Jackson L. Duncan.....	"	"	"	"	"	"
26 Isabel Gavet.....	Baltimore.	Baltimore.	Publ. and Priv. Sch.	"	"	Teaching Public School, Cecil Co.
27 Josephine Janney.....	Cecil Co.	Cecil Co.	Publ. Sch., Cecil Co.	April.	"	"
28 Mary L. Frey.....	Baltimore.	Baltimore.	Undergrad. W. F. High Sch.	"	"	"
29 Mary H. McNamee.....	Henrico Co., Va.	"	Private Schools.	"	"	Teaching Publ. Sch., Hagerstown.
30 Sarah B. Hall.....	Hagerstown, Md.	"	"	"	"	"
31 Mary A. Rannels.....	"	"	"	"	"	"

NAME.	Place of Birth.	Residence.	Where educated.	Entered.	Left.	Occupation after leaving School.
32 Maggie H. Lawtenson.....	Baltimore.	Baltimore.	Undergrad. W. F. High Sch.	April.	June.	Teaching in Allegany County.
33 Sallie Harrison.....	Cecil Co.	Cecil Co.	Public Schools, Cecil Co.	"	" (Re-entered Decbr.)	Teacher of Public Sch. Cecil Co.
34 Sallie H. Gamble.....	Frederick Co.	Frederick Co.		"	"	Principal of Male Gram. Sch. No. 1, Balt. City.
35 William G. Cox.....	Montgomery Co.	Montgomery Co.	Publ. and Priv. Schools.	"	"	Teach. Pub. Sch. Montgomery Co.
36 Mary E. Stone.....	Baltimore.	Baltimore.	Undergrad. W. F. High Sch.	"	"	
37 Laura V. Ballard.....	Cecil Co.	Cecil Co.	Publ. Sch., Harford Co.	"	"	
38 Mary R. Deaver.....	Baltimore.	Baltimore.	Undergrad. W. F. High Sch.	"	"	
39 Harriet Harris.....	Talbot Co.	Talbot Co.	Publ. Sch., Talbot Co.	"	"	
40 Fannie A. Shepard.....	Baltimore.	Baltimore.	Undergrad. W. F. High Sch.	Febr.	"	
41 James P. Reese.....	Baltimore.	Baltimore.	Publ. Sch., Talbot Co.	April.	"	
42 Charlesetta Applegarth.....	Baltimore.	Baltimore.	Private Schools.	"	"	
43 Carrie P. Woodward.....	Ireland.	Anne Arund. Co.	Publ. Schools, Balt.	Sept.	"	
44 Millie Redmond.....	Baltimore.	Baltimore.	Grad. W. F. High Sch.	"	"	
45 Lizzie F. Spedden.....	England.	Anne Arund. Co.	Publ. Sch., Balt.	"	"	
46 Lizzie Redmond.....	Baltimore.	Baltimore.	Publ. Sch., Balt.	"	"	
47 Robert H. Dew.....	Caroline Co., Md.	Queen Anne Co.	Publ. Sch., Queen Anne Co.	"	"	
48 John H. Ewing.....	Baltimore.	Pr. George's Co.	Priv. Sch., Balt.	"	"	
49 Susan S. Martin.....	"	Baltimore.		"	"	
50 Clara C. DuBauve.....	"	"		"	"	
51 Fannie J. Markland.....	Queen Anne Co.	Queen Anne Co.	Grad. W. F. High School.	"	"	
52 Annie P. D. Cooper.....	Baltimore Co.	Baltimore Co.	Publ. Sch., Queen Anne Co.	"	"	
53 Mary E. Foreman.....	Philadelphia.	Baltimore Co.	Publ. Sch., Balt. Co.	"	"	
54 Maggie Bell Smyth.....	Northumberland, Pa.	Baltimore.	Grad. W. F. High Sch.	"	"	
55 Virginia Marion Conser.....	Baltimore Co.	"	Publ. Sch., Balt.	"	"	
56 Kate Riell.....	Baltimore Co.	"	Grad. W. F. High Sch.	"	"	
57 Annie W. Nicholson.....	Baltimore Co.	Baltimore Co.	Publ. Sch., Balt.	"	"	
58 Lizzie E. Sultz.....	Baltimore Co.	Baltimore Co.	Publ. Sch., Balt. Co.	"	"	
59 Maria L. Wagner.....	Baltimore.	Baltimore.	Grad. E. F. High Sch.	"	"	
60 Rebecca S. Cline.....	"	"	"	"	"	
61 Emma K. Miller.....	"	"	"	"	"	
62 Florence C. Stuart.....	Baltimore Co.	"	"	"	"	
63 Mary C. Reed.....	Baltimore Co.	Baltimore Co.	Priv. Schools, Balt.	"	"	
64 Sarah Emma Smith.....	Philadelphia.	Baltimore.	Publ. Sch., Balt. Co.	"	"	
65 Clara Hughes.....	Baltimore.	Baltimore.	Publ. Sch., Balt.	"	"	
66 Eliza Loane.....	Worcester Co.	Worcester Co.	Priv. Sch., Worcester Co.	"	"	
67 Ellen C. Godfrey.....	Talbot Co.	Talbot Co.	Publ. Sch., Talbot Co.	"	"	
68 John B. McMahon.....				"	"	

NAME.	Place of Birth.	Residence.	Where educated.	Entered.	Left.	Occupation after leaving School.
66 Alice Baum.....	Baltimore.	Baltimore.	Undergrad. W. F. High Sch.	Sept.		
70 Pauline De Wale Tharpe.....	Talbot Co.	Talbot Co.	Priv. Sch., Talbot Co.	"		
71 George Aaron.....	Baltimore.	Baltimore.	Publ. Sch., Dorchester Co.	"		
72 John Armstrong.....	"	"	Grad. Balt. City Coll.	"		
73 Mary I. Gardner.....	Queen Anne Co.	Queen Anne Co.	Publ. Sch., Queen Anne Co.	"		
74 George Jacobs.....	Baltimore.	Baltimore.	Publ. Sch., Balt.	"		
75 Martin O. Camper.....	Talbot Co.	Talbot Co.	Publ. Sch., Talbot Co.	"		
76 Lilly Heathcote.....	Baltimore.	Baltimore.	Undergrad. W. F. High Sch.	Oct.		
77 Annie O. Wyne.....	"	"	"	"		
78 Fannie Nicholson.....	"	"	"	"		
79 Elizabeth Abey.....	"	"	Publ. Sch., Balt.	"		
80 Laura H. Armager.....	"	"	Priv. Sch., Balt.	"		
81 Sarah C. C. Christliff.....	"	"	Undergrad. E. F. High Sch.	Nov.		
82 Mary E. Grape.....	"	"	Undergrad. W. F. High Sch.	"		
83 Anna E. James.....	"	"	Publ. Sch., Queen Anne Co.	"		
84 Ella Keene.....	Queen Anne Co.	Queen Anne Co.	"	"		
85 Annie P. Sparks.....	"	"	Undergrad. W. F. High Sch.	"		
86 Sarah L. Saumenig.....	Baltimore.	Baltimore.	E.	"		
87 Fannie E. Newnam.....	"	"	Publ. Sch., Balt.	"		
88 Ida Hiteshue.....	"	"	"	Dec.		
89 Mary Start.....	Kent Co.	"	"	"		
90 Wm. H. Tolson.....	Queen Anne Co.	Queen Anne Co.	Publ. Sch., Queen Anne Co.	"		
91 Rachel Brashears.....	Wilmington, Dc.	Baltimore.	Publ. Sch., Balt.	"		
92 Julia G. Burney.....	Baltimore.	"	Undergrad. W. F. High Sch.	"		
93 Esther M. Dashiell.....	Somerset Co.	Worcester Co.	Priv. Schools.	"		
94 Angie W. Downs.....	Kent Co., Del.	(Appoint. from)	Publ. and Priv. Schools.	"		
95 Sallie N. Slaughter.....	"	Queen Anne Co.	"	"		
96 Mary V. Daumann.....	"	(Appoint. from)	"	"		
97 Elizabeth M. Quimby.....	Baltimore.	Queen Anne Co.	Undergrad. W. F. High Sch.	"		
98 Louisa Ringgold.....	Kent Co.	Kent Co.	Publ. Sch., Kent Co.	"		

ACCOMMODATIONS.

The Building at present occupied by the school is the best and indeed almost the only one at all suitable, that could be obtained. The accommodations consist of a large Hall 28x70 feet, and two small ante-rooms, one of which has no direct light. One of these ante-rooms is used as a cloak room for the ladies; the other, besides doing duty as a hat-room for the gentlemen, and a store-room for Calisthenic apparatus, is pressed into service as a recitation room.

As long as the number of students did not exceed 50, these apartments were quite sufficient; but for the present number, and especially with the prospect of a large increase, they are entirely inadequate. Judging from applications already on file, it is probable that the school will reopen in January with 80 students, and it is not unlikely that the number will run up to 100 before the end of the session. Such a number can be very comfortably seated in our Hall, but they cannot be taught as efficiently as if we had access to three or four quiet and well arranged class-rooms.

ACCOMMODATIONS NEEDED.

It would be useless to say what the school needs *now*; for, judging from the past, we have a right to presume that every session will make larger demands, until the limit contemplated by the Law is reached; and this limit will probably be attained in less than two years. It will be better to say at once, what is needed for such a school as the law designs. The Normal school proper will require a study-room with 234 desks; a Lecture-room capable of seating 500 persons, (the students of the normal school and the scholars of the model schools;) an exercise hall; 8 class rooms; an apparatus Room; a Library; and an Office. The "Model and Experimental Schools" will require 2 Study-rooms and 10 Class-rooms.

BOARDING.

It has been one of my duties to procure suitable Boarding-houses for students who do not reside in the city, and have no relatives there. This has not always been an easy task; but, up to this time, places have been found for all applicants, at prices varying from \$3 to \$5 a week. This arrangement is not as satisfactory as could be desired. Few boarding-houses can make adequate provision for students when engaged in their studies. In some instances, the common sitting room, where they are liable to interruption at all hours, is the only study-room they have. Being, many of them, strangers in a strange city, they need especially at their first arrival, much sympathy, encouragement, and advice; but, scattered as they are in various and distant sections of the city, it is impossible for their teachers to visit them often. It is hard under these circumstances to make

them feel at home ; and some precious time is lost while they are becoming reconciled to the discomforts of their new situation. A boarding-house under the control of the normal school for the accommodation of students from the counties, (such of them at least as have no relatives in the city) is a matter of great importance, if not of absolute necessity. When a permanent building is erected, no doubt suitable provision will be made ; but in the meantime, a house might be rented, cheaply furnished, and placed in charge of an experienced matron, where the students could form one family, and have proper facilities for reading and study. Boarding should be furnished at cost not exceeding \$3.50 a week, and the establishment made self-supporting; the rent only being paid by the State.

QUALIFICATIONS OF STUDENTS.

Of the 98 students who have entered, a few (most of them graduates of the Baltimore High schools) were well prepared for the studies proper to a Normal School ; the majority, however, stood in need of elementary instruction. To have closed the doors against such would have served only to perpetuate the evil which this School is designed to remedy.—Some had left the Schools where they had been employed as Teachers for the purpose of availing themselves of the advantages of the Normal School, and if they had failed to obtain the needed instruction here, there was no place within their reach where they could procure it, except the District School, which had already done its best for them. The best policy seemed to be, to admit all applicants with the proper credentials, who might in the judgment of charity be expected to graduate in two years ; and to raise the qualifications for admission gradually, as the District Schools themselves improve under the new influences to which they are exposed. It is gratifying to be able to state that experience has justified the course which policy and necessity dictated. Some of the students who were most backward at first, already give promise of becoming excellent teachers. It is hoped, however, that the other educational agencies in the State will do their work so thoroughly that the Normal School will soon be able to confine itself to the sphere contemplated by its founders—that of purely professional instruction and training.

FIRST FRUITS.

Twelve Graduates and six undergraduates of this School—a school only twelve months old—are now engaged in teaching. As far as has been heard from, they have all given satisfaction, though it must be remembered that the Normal School is responsible for Graduates only : and for them, in such schools only as their diplomas entitle them to teach. Considering the disadvantages under which the School has labored, in the

want of suitable rooms for the Normal School, the Model School and the Boarding-students, it is a matter of surprise and gratification that the State is beginning so soon to see the fruit of her liberality in the increased number and increased efficiency of her Teachers. Let us hope that every succeeding year will witness a similar increase, till our entire State is occupied by an army of well trained, faithful and devoted Teachers. I regard the success of the School under all its drawbacks as a proof that the Legislature, by the establishment of the Normal School, manifested a true insight into the wants of the people; and that the people have been prompt in taking advantage of the liberality of the Legislature. I do most earnestly hope that it may be practicable at an early date to provide the School with more ample accommodations; but, if not, I can only promise, on behalf of myself and the Teachers with whom I have the honor to be associated in this noble enterprise, that we will not be discouraged by difficulties, but will continue to make the best use of the means under our control, so as to realize the earliest and largest practical benefits to the State.

MEN AND WOMEN TEACHERS.

It will be seen by reference to the Table given above that only ten per cent. of the students are men. This indicates very closely what may be expected to be the relative proportions of men and women teachers in the State a few years hence. It is not necessary to add any confirmation to the fact which experience has amply demonstrated that women make good teachers; that out of the same number of persons of each sex, a far larger proportion of women than of men will be found with the necessary natural gifts for teaching; and that within a certain range of subjects and scholars, women are actually better teachers than men: but, yet it is not to be denied that there are some prejudices against the general employment of women. I shall refer only to two, for the purpose of suggesting how they may be obviated.

1st. It is said that in a great number of cases women cease to be teachers just when they have gained sufficient experience to make their labors valuable; that teaching is the business of a man's life, but is seldom more than an episode in a woman's; that no matter how poorly prepared a man may be for the work of a teacher, when he begins, if he is honest and industrious time brings the required fitness: but that women seldom teach long enough to make use of the experience they have acquired. There are two ways of gaining experience; the first and best (for the teacher, not for the scholar) is actual practice in the school-room; the other is by such training as Normal Schools are designed to give. It is worthy of consideration whether, now that the State Normal School is open, all women who apply for situations as Teach-

ers should not be required to exhibit either a certificate of six months' successful teaching or the Diploma of the Normal School.

2nd. It is also feared that with the very general employment of women—there would be a want of steadiness and uniformity in the management of the schools caused by a rapid succession of new teachers. This evil will be remedied in part by the Normal School, for teachers coming from that Institution will be likely to practice the methods which they learned there, and thus there need be no change of system even while there is a continual change of teachers. I will take the liberty of suggesting another plan by which continuity of work might be secured even under a succession of teachers, and by which the State could adapt itself to the change, which all know to be coming, from men to women teachers. A competent and experienced gentleman might be appointed in every commissioner district, who should be the Principal of all the Schools in that District. The Teacher of each school (whether man or woman) should report to the Principal, and conduct the school according to his directions. The Principal should arrange the classification, daily routine, examinations, promotions, etc., and be responsible for every school in his District as regards both instruction and government. If there were not more than ten schools in his District, he could spend half a day in the week in each, which would be amply sufficient for the purposes in view.

Without entering into further details, the following may be named among the beneficial results likely to be derived from the plan suggested.

1st. All the advantages arising from the employment of men as teachers, would be combined with those arising from the employment of women.

2d. The work of a school would be continuous from Term to Term, and from year to year; each teacher would begin exactly where her predecessor left off, and the scholars would advance, and not (as is too often the case) be kept moving in a circle.

3d. The work of the Principal being more responsible and better remunerated than the work of the teacher now is, a better class of young men would be induced to make teaching their profession; and thus a corps of professional teachers would be established, the only body to whom the educational interests of the State can safely be entrusted.

APPARATUS.

The school is now furnished with apparatus, excellent in quality, and, for the present, sufficient in quantity for manipulations and illustrations in chemistry. An outlay of \$100 a year would supply the tear and wear in this department, and enable it to keep up with the progress of science.

When the orders now in the hands of manufacturers are completed, we shall have the means of illustrating fully two branches of Natural Philosophy, Pneumatics and Electricity. There still remain to be provided for in great part (though we have some scattering pieces of apparatus on these subjects) Mechanics, Hydrostatics, Acoustics, Optics, Heat and Magnetism. I think an appropriation of \$2500 would lay a good foundation, and an annual outlay of \$400 raise the department of Natural Philosophy as high, in a few years, as the character of the school demands.

MODEL SCHOOL.

On the 3rd of September, the Model school was opened in a rented house on Broadway. The location is by no means a good one, but it was the only neighborhood where a house could be procured at that time at a moderate rent. The school has an attendance of about 20 scholars; and is conducted by one of the Teachers of the Normal School with the aid of a number of the students who are detailed from week to week to observe and assist. This is the training ground for the student teachers. Here they put in practice the lessons of the Normal school, and make trial of their strength in the profession they have chosen. If a school of practice were only an appendage to the Normal school, which may be dispensed with if desirable, it might have been well to dispense with it until the opportunity was afforded of having both schools under one roof. But believing that the Model school is a vital part of the Normal school, without which the latter could hardly be said to be organized at all, it was thought better to have a Model school in an unfavorable location than to delay its opening any longer. But the inconvenience of having one department of an Institution on Broadway and another on Paca Street two miles away is a very serious one, especially in view of the fact that there must be daily, (and ought to be hourly) communication between the two.

TEACHERS' INSTITUTES.

After the close of the Normal school in June, Institutes were held in all the Counties that signified a desire to have one; namely, Howard, Kent, Talbot, Harford, Washington and Baltimore. The meetings were well attended; the teachers, though a little shy at first, soon entered with spirit into the work of the Institute; the interest increased at every session; and when the hour of final adjournment came, they separated with reluctance and with pleasant anticipations of a renewal of their intercourse next year. I must confess that I entered on these labors with some misgivings; but I am now fully convinced that no better means can be devised for stimulating the zeal and increasing the efficiency of teachers throughout the State. In some counties the citi-

zens took a marked interest in the proceedings, and there is good reason to hope that in a few years the Institute will be an established and popular institution.

In conducting the exercises I received valuable aid from Prof. Leakin, late of the Agricultural College, who was appointed by the State Board for that purpose; and also from the Presidents of the several County Boards.

In some counties the Board declined holding an Institute, being unwilling to offend popular sentiment by closing the schools for a week. If popular opinion is mistaken on this point, means ought to be used to set it right; and I have found that the best means is to hold the Institute, and let people see what it is and what it does. The Institute has made converts wherever it has gone. One unbeliever, who had been grumbling at the expense, declared when the Institute was over, that rather than be without it, he would pay the expense out of his own pocket. Popular opinion recognizes the necessity of a workman's keeping his tools in order. The mower who spends a reasonable time in whetting his scythe is not wasting, but economizing the time of his employers. The Teachers are the tools which the various Boards use in working out the education of the people; and the tools must be kept sharp and bright, else time will be wasted and the work badly done.

In order to make the Circuit of the several Counties in the time allotted by law (the months of April, May and June,) it will be necessary to join two or more Counties together in one Institute. For this purpose I respectfully suggest the following scheme for the year 1867.

Baltimore County.....	103	schools, April 8
Howard 27, Montgomery 41.....	68	" " 15
Prince George's 43, Anne Arundel 42..	85	" " 22
Charles 35, Calvert 20, St. Mary's 31..	86	" " 29
Cecil 65, Harford 76.....	141	" May 6
Kent 32, Queen Anne 45, Caroline 34..	114	" " 13
Talbot 43, Dorchester 55.....	98	" " 20
Somerset 64, Worcester 66.....	130	" " 27
Carroll.....	92	" June 3
Frederick.....	108	" " 10
Washington.....	122	" " 17
Allegany.....	105	" " 24

*All which is respectfully submitted,

M. A. NEWELL,

Principal State Normal School.

Before leaving those topics which refer to teachers, I have something to say touching the personal comforts, especially of young women, who go to the rural districts to take charge of schools. It concerns

*The "First Annual Catalogue" of the State Normal School will be found in the Appendix.

HOMES FOR THE TEACHERS.

- Until the Normal School provides home-teachers, Commissioners must in a portion of the Counties procure qualified persons from other sections of the State, chiefly from the graduates of the Baltimore City High Schools or the Normal Schools of other states.

For these, homes must be provided, and if the teachers be young women, as the majority certainly will, the home ought to be convenient to the school. Very little difficulty thus far has been experienced. The intelligent teacher is generally welcome, and considered an acquisition to the social circle. Commissioners secure boarding places in advance of the teacher's arrival, and hence no hesitation is felt by young women to take charge of distant schools.

As this class of non-resident teachers may increase, the subject of homes for teachers is deemed to be of sufficient practical importance to have a place in this Report, that the attention of citizens may be directed to it. In many cases the women teachers are capable to instruct in music, elementary drawing and French. Such persons frequently devote the hours after school to teaching these branches to the children of the family in which they board, thus rendering important service as compensation for board. Young men also having a knowledge of Latin and Greek, can act as tutors in the families where they reside. These suggestions are made because I know that in many places teachers are needed of a higher grade than those usually employed in the Primary Schools, and in this way the increased compensation can be given which will procure their services. In several School reports from other States I have noticed complaints that citizens object to boarding the teacher. Happily we meet with no such difficulty. Our people, with characteristic kindness, and even hospitality, receive the young men and women who come to teach their children. Citizens can in this way help to make the teachers comfortable and their profession respected. The good they do will be returned seven-fold by the increased energy of teachers, and their desire to have a good report among those who have been their friends.

TEXT BOOKS.

No change has been made in the uniform series of Text Books nor is any contemplated by the State Board, unless it be to enlarge the series to be used in the High Schools when established. The Primary and Grammar School series, selected with great care, embraces the best manuals of their kind, prepared in a style of excellence unusual for School books and furnished at prices unusually cheap as the accompanying list will show.

List of Text Books adopted by the State Board of Education for use in the Public Schools of Maryland, showing the price at which each Book was furnished to the counties for introduction including cost of Freight and Boxing, also showing the retail, or store price of same, for school year, ending June 30th, 1866.

NAME OF BOOK.	Price at which furnished.	Retail price.
Sargent's Standard Speller	\$00 9 ¹ / ₂	\$00 17
" Pronouncing Speller.....	00 11 ¹ / ₂	00 34
Lynd's Etymology.....	00 56	00 75
Webster's School Dictionary.....	00 69 ³ / ₄	1 00
Willson's Primer.....	00 11 ¹ / ₂	00 25
" First Reader.....	00 17 ¹ / ₂	00 40
" Second "	00 23 ³ / ₄	00 60
" Third "	00 39 ¹ / ₁₀	00 90
" Fourth "	00 57 ¹ / ₂	1 35
Sargent's Fourth Reader.....	00 38	1 20
Willson's School and Family Charts.....	15 52	18 00
Quackenbos' First Bk. Engl. Gram'r.....	00 17 ¹ / ₂	00 50
" English Grammar.....	00 46	1 20
Davies' Primary Arithmetic... ..	00 16 ¹ / ₁₀	00 30
" Intellectual "	00 24 ³ / ₂₀	00 50
" El of Writ'n "	00 27 ³ / ₄	00 60
" Practical "	00 56 ⁷ / ₂₀	1 00
" Elementary Algebra.....	00 72 ⁹ / ₂₀	1 34
Walton's Arithmetical Cards.....	00 6 ⁹ / ₁₀	00 12
" " Key	00 28 ³ / ₄	00 45
Cornell's First Steps in Geography.....	00 17 ¹ / ₂	00 45
" Primary Geography.....	00 31 ¹ / ₂₀	00 90
" Gram'r Sch'l Geography.....	00 60 ⁹ / ₂₀	1 50
Goodrich's Child's History U. S.....	00 37 ⁹ / ₂₀	00 90
" Pictorial " "	00 85 ¹ / ₁₀	2 00
Phelps' Philosophy for Beginners.....	00 46	00 75
" Chemistry " "	00 46	00 75
" Botany " "	00 46	00 75
Northend's Little Orator.....	00 36 ¹ / ₂	00 60
" Entertaining Dialogues.....	00 73 ³ / ₄	1 20
Sargent's Standard Int. Speaker.....	1 46 ⁵ / ₈	2 00
Payson's, Dunton & S's Penmanship.....	1 55 ¹ / ₄	2 40
" " " D. Entry B'k-k'p'g	00 86 ¹ / ₄	1 60
" " " S. " "	00 42 ¹ / ₂	00 67
" " " Blanks for D. E.		
" " " Book-keeping... ..	00 51 ¹ / ₂	00 75
" " " Blanks for S. E.		
" " " Book-keeping... ..	00 39 ¹ / ₁₀	00 50
Bond's Small Hand Copy Books.....	1 00	1 25
" Round " " "	1 00	1 25
" Copy Slips.....	00 15	00 20
School Boys' Infantry Tactics.....	00 41 ¹ / ₄	00 70

NAME OF BOOK.	Price at which furnished.	Retail price.
Well's Science of Common Things.....	00 57 ¹ / ₂	1 25
Websters's High School Dictionary.....	00 90 ¹ / ₂	1 25
Scholar's Companion.....	00 43 ⁶ / ₁₀	1 10
Willson's Fifth Reader.....	00 77 ¹ / ₁₀	1 80
Sargent's " " Part 2d.....	00 46	1 46
Quackenbos' First Less. Engl. Compos.....	00 40 ¹ / ₄	00 90
" " Composition and Rhetoric.....	00 69	1 75
Davies' University Arithmetic.....	00 80 ¹ / ₂	1 50
" " Algebra.....	1 01 ¹ / ₄	1 75
" Elements of Geometry and Trig'y..	00 80 ¹ / ₂	1 50
" Legendre's " " " "	1 41 ³ / ₄	2 25
" Surveying and Navigation.....	1 61	2 50
" Differential and Integral Calc's.....	1 61	2 00
Cornell's High School Geography and Atlas	1 43 ³ / ₄	3 50
Warren's Physical Geography.....	1 03 ¹ / ₂	2 00
Burritt's Geog'y of the Heavens and Atlas.	1 81	2 50
Smith's Student's History of Greece.....	1 38	2 00
" Greece, abridged.....	00 69	1 00
Liddell's Student's History of Rome.....	1 38	2 00
" Rome, abridged.....	00 69	1 00
Worcester's Elements of Univ. History.....	00 57 ¹ / ₂	2 00
Well's Natural Philosophy.....	00 74 ³ / ₄	1 75
" Elements of Chemistry.....	00 80 ¹ / ₂	1 75
" " " Geology.....	00 57 ¹ / ₂	1 25
Lincoln's Botany.....	1 15	1 88
Brockelsby's Elements of Astronomy.....	1 03 ¹ / ₂	1 88
Emerson's Manual of Agriculture.....	1 10	1 50
Hart's Constitution of the U. S.....	00 25 ³ / ₄	00 65
Philbrick's Union Speaker.....	1 65	2 50
Spalding's History of Engl. Literature.....	00 74 ³ / ₄	1 75
Northend's Dictation Exercises.....	00 36 ¹ / ₂	00 67
Wayland's Moral Science.....	1 34 ¹ / ₄	1 75
" Political Economy.....	1 34 ¹ / ₄	1 75
" Intellectual Science.....	1 03 ¹ / ₂	1 75
Boyd's Milton's Paradise Lost.....	00 78 ¹ / ₂	1 20
" Cowper's Task.....	00 78 ¹ / ₂	1 20
" Thompson's Seasons.....	00 78 ¹ / ₂	1 20
Brooks' First Latin Lessons.....	00 40 ¹ / ₄	00 80
" Historia Sacra.....	00 40 ¹ / ₄	00 80
" Viri Illustres Americæ.....	1 15	1 75
" Cæsar's Commentaries.....	1 15	1 75
" Ovid.....	1 61	2 67
Harkness' Latin Grammar.....	00 74 ³ / ₄	1 75
Hanson's Book of Latin Prose.....	2 07	3 00
" " " Poetry.....	2 07	3 00
Arnold's Latin Prose Composition.....	00 74 ³ / ₄	1 75
Dillaway's Roman Antiquities.....	00 65 ¹ / ₂	00 90
Brooks' First Greek Lessons.....	00 40 ¹ / ₄	00 80

NAME OF BOOK.	Price at which furnished.	Retail price.
Brooks' Collectanea Evangelica.....	00 40 ¹ / ₂	00 80
Bullion's Greek Lessons.....	00 57 ¹ / ₂	1 00
" " Grammar.....	1 15	1 75
" " Reader	1 43 ³ / ₄	2 25
Johnson's Heroditus.....	00 69	1 50
Owens' Homers' Iliad.....	1 43 ³ / ₄	2 00
Arnold's Greek Prose Composition.....	00 74 ³ / ₄	1 50
Cleveland's Grecian Antiquities.....	00 69	1 00
Tooke's Pantheon of Heathen Gods.....	00 74 ³ / ₄	1 25

Parents availing themselves of the easy terms offered by the publishers for introduction have purchased largely, having also the further encouragement that no changes will be made by the State Board which will involve additional expense. Heretofore there was an unwillingness to procure School books, because of the uncertainty how long they would be serviceable, each new teacher having his own favorite series, or the family contemplating removal to an adjoining District or another County where the books might not be used. Apprehension of this kind is now removed. In addition to this economical argument which concerns a large class of industrious citizens, who are ready to do all they can for the education of their children, but expect to be protected from needless expenditure, another benefit results from the selection of a series of Books to be used in all the Public Schools.

Teachers educated in the Normal School or instructed in the Institutes become familiar with the Text Books, Maps and Charts of the School room. They are proficient in the use of the tools placed in their hands for daily practical work. They meet no hard questions which have not previously been answered; no intricacies which have not been explored; no problems which have not been solved. They do not go to the School room to puzzle or to be puzzled, to hesitate, doubt and give up in despair.

Educated to understand the laws which control sound mental development, the ordinary rules of correct teaching and the use of the apparatus of the School room, teachers, from the first day are familiar with their work.

The mode of distributing the Text books has proved entirely satisfactory and been attended with many advantages. By placing the books in every School room at the beginning of the term, no time need be lost; the classes can be organized and work commence promptly.

The following resolutions passed at the last meeting of the Association of School Commissioners expresses their opinion upon this subject. Similar resolutions have been adopted by some of the County Teachers' Associations.

A table has been prepared by the Book Clerk showing the number of Text books of each sort, purchased and distributed, also the amounts paid to publishers. All the book accounts, up to June 30th, have been paid whether due from the Counties to the State Board or from the State Board to the publishers and distributing agents. All accounts connected with Text books have been kept as required by Law and are ready for inspection at any time.

Statement of Account with Publishers of the Text Books adopted by the State Board of Education, showing the amount paid each for books ordered and received during the Financial School year, ending July 31st, 1866.

Name of Publishers.	Place.	Am't paid each.
John L. Shorey.....	Boston	\$ 4,105 44
Taggard & Thompson.....	"	177 50
Mason Brothers.....	New York	3,617 96
Harper & Brothers.....	"	12,313 46
D. Appleton & Co.....	"	12,016 25
A. S. Barnes & Co.....	"	11,219 16
Ivison & Phinney.....	"	1,102 50
Sheldon & Co.....	"	68 25
Cushings & Bailey.....	Baltimore	3,518 63
J. W. Bond & Co.....	"	3,080 22
E. H. Butler & Co.....	Philadelphia	5,776 75
J. B. Lippincott & Co....	"	1,290 00
Chas. Desilver.....	"	416 00
H. Cowperthwaite.....	"	45 00
G. & O. Merriam.....	Springfield, Mass.	223 20

Total cost of Books.....\$58,970 32

Resolution adopted by the Association of School Commissioners.

"Resolved, That the uniform series of Text books has proved acceptable to teachers and useful to the pupils, and that the mode of purchasing and distributing books, adopted by the State Board, has been satisfactory to the County Boards and economical to parents and guardians."

SCHOOL LIBRARIES.

No effort has yet been made to purchase School Libraries. The law authorizes the payment of \$20, annually out of the surplus revenue fund to each School District, which subscribes an equal amount. This is a valuable enactment, one which every friend of popular intelligence will rejoice to see in practical operation in the 1400, School Districts of the State. Then the School system will bear abundant fruit. Well selected Libraries, are not only desirable adjuncts to the Schools, but will be valuable to the adult population. In our strictly rural districts, there are few books within reach of the laboring classes. No facilities for procuring

them exist, except from travelling agents or through the Post Office. Hence, reading is confined to newspapers and magazines. The volumes of a School Library circulating through the District, will create a taste for reading, while they add to the fund of general knowledge. Small additions each year will soon secure a collection of books, worthy of the name of Library. Each School District ought to avail itself of the provision of the law, and thus secure for the children who are taught to read, books profitable and interesting. If a taste for reading, be not formed early in life, it is not likely to be formed at all. The youthful mind is active and will be occupied. If it has not the means of useful occupation it will seek that which is pernicious. Books adapted to the tastes and capacities of the young, will interest and instruct, filling their minds with useful knowledge, and occupying the leisure hours, of long winter evenings.

EDUCATIONAL JOURNAL.

Every State which has an energetic School System, sustains a well conducted School journal. This journal is the medium of official communication, between the School authorities and the Schools, and the vehicle of valuable information, relative to the duties of teachers.

Teaching is a progressive science, and every teacher, to keep up with the times, must be a student. In no profession have greater advances or more valuable discoveries been made than in that of teaching. There ought to be some regular plan for recording and disseminating this information among teachers just as the Theological, Medical, and Law journals do for the members of the professions they represent.

The School Commissioners, who are the executive agents of the School system, also need instruction to guide them in the discharge of their duties; this can be given through the journal. School officers will be incited to action, by special and earnest appeals, difficulties will be overcome by practical and earnest suggestions, professional information will be imparted and become the basis of intelligent work. Such a publication, I believe, will impart knowledge, and awaken enthusiasm among all connected with the School system, and will be of value in dollars and cents, by increasing the value of the Schools.

Schools have to be sustained by constant and laborious efforts. No system will run by itself, in any other way, than to run down. Teachers must be encouraged by frequent exhortation, and a knowledge of the efforts and success of those who labor in the same cause. The establishment of a school and family journal, received the favorable consideration of the association of Commissioners, and an effort will be made by E. S. Zevely, assisted by an additional committee, to commence such a publication as early as practicable in 1867.

To make the effort a success, aid is needed from the State. Such aid is given in the sister States. A School Journal circulating in all portions of the State will cause school questions to be discussed in many households. The great and beneficent principles which underlie the whole system of popular education, will be better understood, and the law, through which the State is striving to discharge her duty to the children, be fully explained.

Resolutions upon this subject were passed by the association of Commissioners, as follows :

Resolved, That this association recognizes the importance of a State educational and Family Journal, and that the Presidents of the City and County Boards, be requested to ascertain before February 18, 1867, the number of subscribers which can be secured and forward the result to E. S. Zevely.

Resolved, that an application signed by the President and Secretary of the association, be presented to the General Assembly, for a subscription of fifty copies for each of the Counties, and the City of Baltimore, to be circulated by the City and County Boards.

SCHOOL HOUSES.

The State Board of Education has given much attention to this subject, but in the absence of a law by which funds for building purposes can be collected, the work of improving old and erecting new School houses has been very slow. At the late special session of the General Assembly, a bill was reported authorizing a County tax for erecting School houses, but it was left among the unfinished business. Either a law must be passed enabling Commissioners to build School houses, or the work will depend upon the uncertain impulses of private liberality.

During the year, 17 new houses have been erected, 206 repaired, and 68 furnished with good desks and seats, the money being taken from regular School revenues. To accomplish *this little*, the School session was limited in some of the counties to three terms, or to six months, the minimum period required by the law. This plan was recommended for those counties in which the school rooms were unfit for occupancy, and in which revenue could be procured in no other way. It seems to be a sound policy, for school work will be so much more efficient in comfortable and convenient buildings as to fully compensate in two years for all the loss of time, if it be six months.

The honor of the State, as well as the health, comfort and progress of the children demand a better class of School houses, well lighted, properly ventilated, neat and economical. To acquaint Commissioners with the style of such buildings, and enable them to build at the smallest cost, the State Board prepared five sets of plans for school houses accommo-

dating from 40 to 120 children. These plans lithographed, and the specifications for building have been sent to each County, thus exhibiting to the people pictures of neat, cheap and commodious houses, and enabling Commissioners to have the work done at the lowest rates consistent with durability and convenience. Elevations and ground plans of the buildings will be found in the appendix.

The reports of the County Boards make a lamentable exhibit of the condition of School houses. The houses are a disgrace to the County and a gross outrage upon children. In some districts hired rooms are used. More than half the houses are in ordinary or bad condition, and many so dilapidated or inconveniently located as not to be worth repairing. Will the General Assembly disregard this fact, and again adjourn without devising plans for relief? Certainly not.

In a matter of such grave importance immediate action is required to secure the necessary funds. The money ought not to be solicited as a bounty to the State, but raised by a tax upon the property of the County to which the house will belong, because by its erection the value of all kinds of property will be enhanced.

This topic is so entirely practical, and commends itself so directly to the consideration of parents who regard the health of their children, to citizens who know the importance of having school work well done, to every community which has a reasonable pride in its character and position, that not many years can pass before ample provision is made to meet existing wants.

Whatever is done must, in the main, be done by taxation. We cannot, nor is it right, to depend upon individual or neighborhood liberality. This may suffice for the erection of parochial and private school houses, but not for schools to be open to all the children, and governed by the local or general Public Law

It is pleasing to record instances of enlightened sentiment and public-spirited liberality on the part of citizens in providing school houses. In some of the counties they have united to build the house, taking a small appropriation from the public money and furnishing the balance by donation, or they have advanced the entire amount, waiting the enactment of a law by which the money can be collected and refunded. In one district we have the laudable example of a gentleman erecting a first class school house and presenting it to the Board of Commissioners for the use of the Public School.

While writing I have the gratifying intelligence from the School Commissioners of Prince George County, that George W. Riggs, Esq., of Washington City, has built a neat, substantial and commodious school house near Bladensburg, well

adapted to the wants of the neighborhood, and has presented it as a Christmas gift to the children.

May wealthy men everywhere be prompted to do likewise! Their names will be gratefully remembered by the children who enjoy the physical and educational benefits of a room well ventilated, suitably furnished and adapted to the purpose which its name indicates.

In several counties there are school funds, the interest of which is now used to pay teachers' salaries. I recommend the passage of a law authorizing, if it be found necessary, the appropriation of these funds, or as much of them as may be needed, to building new school houses and repairing old ones. It would be the best investment that can be made, and will yield a larger interest than 6 or 7½ per cent.

SCHOOL FUNDS HELD BY THE COUNTIES.

Carroll County.....	\$77,402 05
Invested as follows:	
Judgments and Bonds.....	42,952 05
U. S. 7-30 Bonds.....	13,000 00
Western Maryland R. R. Bonds.....	12,500 00
Northern Central R. R. Bonds.....	1,000 00
Farmer's Bank of Maryland.....	7,150 00
Ground Rents.....	800 00
Prince George County.....	\$18,500 84
Notes of Individuals with Individual	
Security	12,277 92
Judgments vs. Individuals	6,222 92
Queen Anne.....	\$10,000 00
Invested in Bank Stock.	
Washington County.....	\$59,276 05
Hagerstown Bank Stock.....	13,000 00
Washington County Bank Stock.....	12,285 00
Hagerstown Savings Bank.....	1,000 00
Franklin Bank, Baltimore.....	2,835 00
U. S. Five-Twenties.....	7,050 00
U. S. Seven-Thirties.....	4,100 00
Judgments vs. Individuals.....	15,153 12
Individual Notes.....	3,852 93
Worcester County.....	\$64,566 83
Invested:	
Loaned to Worcester County.....	33,386 00
" to Individuals.....	28,380 00
Public Securities	2,800 00

IRREGULAR ATTENDANCE OF PUPILS!—HOW CAN IT BE REMEDIED?

It is estimated that not more than two-thirds of the children enrolled upon the register attend regularly at School. A teacher may exhibit 60 names upon the roll, while on average of 40 pupils receive daily instruction. The average absence is greater than $\frac{1}{3}$ in some districts, less in others; the regularity of attendance generally corresponding with the degree of intelligence in the community. The most ignorant, who need education most, value it the least. It is, of course, impracticable for all the children registered to attend daily; sickness or home work detains some, but, making full allowance for these, the larger portion of absentees are truants, or their parents so indifferent to the advantages of education that they permit children to follow their own will and attend or stay away from school at their own pleasure. Irregular attendance is the great vice of the daily Public School. There is no other cause that tends so much as this to neutralize the efforts of teachers and disorganize schools. The evils resulting therefrom cannot be over-estimated. Hence the duty to give this important subject most careful consideration, while our school system is in its infancy, that wise plans may be devised by which so great a vice may be remedied.

It is vain for teachers to labor for the advancement of pupils who are in school only two or three days each week, or who attend one term and stay away the next. Citizens pay the school tax to little purpose, and children reap small advantage from the provision made for their instruction unless they attend regularly at school.

To inquire into the causes of this irregularity would lead to a discussion irrelevant to the purpose of this report, but the question most properly presents itself: "Can the evil be remedied?" If it can, the remedy ought to be applied.

Some persons have suggested what is called "the compulsory system." They argue that if the safety and prosperity of the State depend upon the intelligence of the people, the law of self-preservation demands that attendance at school be enforced. Others very pertinently ask: "Shall the State, at great cost, establish a system of Free Public Schools, devoting nearly a million dollars annually to the education of youth, and then permit ignorant and avaricious parents, or idle children, to squander $\frac{1}{3}$ of this revenue by irregular attendance?"

The evil does not stop here. Not only is the State defrauded in her benevolent purpose, but the children who attend school regularly suffer. The teacher cannot discharge his duties efficiently when pupils are not regularly in their seats. The time employed in "bringing up" the absentees of yesterday is time lost to the school.

The enactment of a law requiring children between the ages of 8 and 12, or 10 and 14 years to attend school six months each year, is claimed to be a benevolent duty to the child as well as to society. Children too young to judge for themselves ought not to be the victims of parental cupidity or carelessness, and thus entail upon the State the curse of their ignorance and vice. If the State provides public education on the principle that ignorance is a public evil; if children have the same right to moral and mental food that they have to bodily sustenance, then should the rights of the young and the good order of society be secured by some equitable legislation.

It is argued that a law compelling attendance at school would interfere with parental prerogative; but no parent has a right, in law or nature, to injure a child physically, morally or mentally. If the law intervenes to prevent infanticide, it certainly can intervene to prevent the destroying or dwarfing of the intellectual existence: it ought to guard those little ones who are in a condition more pitiable than that of orphans.

The law of necessity also has been urged, based upon the axiom that intelligence, and consequently education, co-extensive with the franchise, is a public necessity.

While acknowledging the force of these and similar arguments, I cannot advocate a compulsory law. I prefer to depend upon those influences which can be brought to bear upon the minds and hearts of parents to convince them that in no way can they benefit their children more than by sending them to school. I would make the school house attractive; place in it the accomplished and good-hearted teacher, and draw the children by the compulsion of kindness, not of force. To accomplish this we have agencies not yet enlisted earnestly in the cause of popular education. The clergy of the several denominations can do much to awaken the minds of parents, and to encourage children to attend school. By visits to the schools, brief lectures to the pupils, and words of counsel to the teachers, they can aid the good cause, and sow seed which will not fail to spring up and bear fruit. The clergy exert a great and valuable influence, not only by their public teachings, but in visits from house to house. If they, from the pulpit, and in the course of pastoral duty, will impress upon parents their duty to secure for their children the benefits of education, if they will bring their admonitions to bear upon those who keep the little ones at work when they ought to be at school, no law of compulsion will be needed. A sound public opinion will be developed, and ere long parents will feel that they cannot stand before the bar of God guiltless, unless they have done what they could to educate their children and prepare them to be useful citi-

zens, and by the grace of God faithful servants of the Saviour.

With full conviction of the magnitude of the evil to be combatted, I would depend upon educating public opinion up to the right standard rather than use the law of force. The latter might endure for a short time, the former will prove a solid foundation never to be shaken,

ACADEMIES AND HIGH SCHOOLS.

The old academic system of Maryland, originated under the Colonial Government, and, for many years, was most efficient in extending to youth, all the advantages of Higher Education in Science and Language. Many of our most talented citizens, received their preparatory training for college, or their complete scholastic instruction in these Institutions. The history of these academies is interesting, and will at an appropriate time be published, in connexion with an outline of all the legislation of the Colonial and State authorities, for the advancement of sound learning.

Since the establishment of denominational and other boarding Schools, it has become popular to send children away from home for instruction, not only out of the County, but out of the State. Thus our time honored academies were weakened, until, with few exceptions their honor is with the past.

Sectional jealousy was another cause of decay, leading to division and subdivision of the academic fund, and apportioning to several local Schools the State donation, the whole of which scarcely sufficed to sustain one first class institution of learning. This has been a general and fatal policy in Maryland. As a natural consequence, the academies were dwarfed into Primary Schools, and the fund used to add a small amount to the teacher's salary, without increasing the rate bills or resorting to local taxation. Thus academies wrote their epitaph, "died for lack of sustenance," in each County where this policy was adopted. The academies now flourish only where this division of the fund was resisted. The opposite policy of concentration has been most completely vindicated in the history of the Charlotte Hall school, for the support of which two Counties united their funds. That School still flourishes, has a competent Faculty, and attracts students from various sections of the State, and beyond our own borders. I trust that its career of usefulness will never be impaired, that it will remain as one of the "land marks the fathers set up" and be adopted, by some liberal arrangement with the trustees, as the High School for the two Counties so as to secure such free instruction for meritorious youth, as may be needed.

The School Law proposes to gather together again the academic fund in those Counties in which it has been divided, and

adding to it the \$400 State Donation to Public Schools, with such other amounts as the Board of School Commissioners may find at their disposal, to revive the academic system under the name of ——— County High School. These High Schools are designed to prepare boys for practical business life or for admission to college, and to give girls a complete education, thus removing to a great extent, the necessity of sending children out of the County to secure higher education.

In Cecil and Talbot Counties, High Schools have been organized. Arrangements are now under consideration for extending this feature of the School System to other Counties, in such modified terms as will adapt it to the wants of the community.

The following report was received for the Brookeville Academy, in Montgomery County.

REPORT OF BROOKEVILLE ACADEMY, FOR THE YEAR 1866.

This ancient academy has, during the past year resumed its course of prosperity.

Thirty-four pupils have attended the institution; six free schools have received the benefits of instruction, and have been furnished with books free of charge. Two of these have been instructed in the ancient languages. Instruction has been given in Greek, Latin, French, German, Geometry, Algebra, and the various branches of an academical education. Examinations have been held at Midsummer and Christmas; when the Trustees expressed themselves fully satisfied with the result.

Boarders 20. Day Scholars 14.

J. DURLIN PARKINSON, A. B., *Principal*.

BROOKEVILLE, Dec., 1866.

REV. DR. VAN BOKKELEN,

Dear Sir.

I send you the report of the Brookeville academy for the past year. I am glad that it is so prosperous.

We require many improvements to bring it on a level with modern plans of education. I am most anxious for the Trustees to dispose of their property in the village, and buy 20 acres of ground at the distance of half a mile from Brookeville. There they could erect new buildings in the modern style, and lay out the grounds in a style similar to those of the public schools in England, for I think that the minds of youth should be influenced by the beautiful in nature and art. In such a case the pupils would be removed from the contamination of the village, for the observation of Quintilian was just that we should look to the associates of our pupils.

If you could urge this measure, you would much oblige.

Your grateful,

J. DURLIN PARKINSON.

THE STATE COLLEGES.

The Act of Assembly of 1865 recognized St. John's College, Annapolis; Washington College, Kent County; the Agricultural College, Prince George County, and the Baltimore Female College, as institutions to be fostered by annual State appropriations. To these was added the School of Letters of the University of Maryland, in Baltimore City. The aggregate sum of \$14,200 was annually donated, for which 120 young men and 22 young women, meritorious graduates of the High Schools and Academies, are to receive free instruction and use of text books—being one student each year for every \$100 donated.

I have no report by which to know how far the youth of the State have availed themselves of these beneficent provisions, except from the college for young women, located in Baltimore City, which will be found below.

I am also without the information which will show the nature of the strictly collegiate work accomplished by these institutions, and the plans they propose for elevating the standard of literary and scientific education. We need a higher grade of college instruction. As will appear on another page, many young men leave the State every year to secure that higher culture which they do not find within its limits. Our college system has not yet been systematically developed, though, as a system, it is not in its infancy. The seats of learning at Annapolis and Chestertown are as old as the republic, and we refer with some degree of pride to eminent citizens, living and dead, among their alumni. That this dignity and high culture may be revived, and our citizens turn their attention to the development of all the State colleges should be as industriously sought as it ought to be earnestly desired.

The action of the last General Assembly was encouraging. Liberal appropriations were made, and it is confidently expected that the honor of the State will be maintained by the revival of St. John's College under most favorable auspices.

BALTIMORE FEMALE COLLEGE, *December, 1866.*

To REV. L. VAN BOKKELEN, LL. D.,

Superintendent of Public Instruction,

Dear Sir:

In answer to the inquiries of your note, I beg leave to inform you that the Baltimore Female College was instituted in the year 1849, and was incorporated by the State of Maryland the same year. Its course of instruction is as extensive as that in most colleges for gentlemen. The buildings and other appointments have cost about fifty thousand dollars. They are extensive, and afford ample accommodations for one hundred boarders and one hundred day pupils. Before

the war the College had contained one hundred and seventy-one pupils. There is a library of 3,650 volumes. The chemical and philosophical apparatus, though it has cost but \$600, is sufficient for ordinary illustration. Besides this, there are cabinets of minerals, gems, coins, and other objects of interest.

When the College was instituted it was intended in part as a training school for teachers. This object has been steadily kept in view, and of one hundred and sixty young ladies who have graduated in the institution, fifty-eight have devoted themselves to the profession of teaching. In addition to the above, twenty-four others, educated in the College, but who did not remain long enough to graduate, have engaged in teaching as a profession. These teachers employed in Female Colleges, High Schools, Public Schools, and other seminaries of learning in our own State and in other States, are now rendering important service in the cause of education.

That the College might be efficient in rearing a body of competent teachers for the State, the trustees asked and obtained an endowment of twenty-two hundred dollars per annum, for which they educate in all the branches of the college course one pupil from each county in the state, and one from the City of Baltimore. This promises good success, as there is in many of the counties a great desire to obtain scholarships, and a number of the young ladies educated on these scholarships are now engaged in teaching. Last year twenty-one of the twenty-two scholarships were filled, and from applications and enquiries we have reason to believe that, during the present collegiate year, all the scholarships will be filled. The following young ladies are now in attendance from their respective counties :

Alleghany County, Miss Alice McMichael.

Ann Arundel County, Miss Kate Sprogle.

Baltimore County, Miss Annie M. Torrington.

Baltimore City, Miss Marian Faidell.

Carroll, Miss Emma V. Shower.

Cecil, Miss Emma Hesson.

Charles, Miss Lottie Z. Cooksey.

Frederick, Miss Laura Barrick.

Harford, Miss Hannah A Stansbury.

Howard, Miss Fannie E. Anderson.

Kent, Miss Lucy Miller.

Montgomery, Miss Mary A. Whitman.

Prince George, Miss Cora A. Medley.

Queen Anne, Miss Sarah L. Thawley.

Somerset, Miss Henrietta E. H. Griffin.

St. Mary's, Miss Mary H. Fowler.

Talbot, Miss Annie L. Benson.

Worcester, Miss Georgiana Mumford.

It is worthy of note that while all other institutions of learning in the State draw the amount of their donation whether they educate the specified number of pupils or not, the Trustees of the Baltimore Female College are only allowed to draw a *pro rata* portion of the twenty-two hundred dollars' appropriation, according to the number of pupils actually educated. As there is provision made but for the education of a single pupil from the City of Baltimore, it would be advisable to give the Trustees of the College the privilege of filling any existing vacancies in scholarships for the counties by the appointment of pupils from the City, until such vacancies can be filled by the Orphan's Courts of the counties in which said vacancies exist.

The College has a Faculty of eleven able instructors, who are well qualified for their respective duties. The number of pupils in attendance, at present, is one hundred and twenty-five. Of these, fifty-five are boarders, many of whom board with their friends. Of those from a distance, upwards of twenty are from the South, and came from the States of Virginia, Tennessee, North Carolina, Georgia and Alabama. All of which is respectfully submitted.

Very truly yours,

N. C. BROOKS,

President of Baltimore Female College.

THE MARYLAND AGRICULTURAL COLLEGE.

In accordance with the suggestions contained in my preliminary report, the State became an equal joint owner of the valuable property of this Institution, located in Prince George County, by an appropriation of \$45,000, payable in three annual instalments. The Board of Trustees, under the amended charter, consists of seven gentlemen elected by the original stockholders, and the members of the State Board of Education. As no special provision was made in the law concerning the period the seven stockholder Trustees shall remain in office, a meeting of the stockholders must be called according to the old charter, every two years, or the Trustees themselves must fill the vacancies, should any occur by death or resignation. To provide for this, and for other purposes, adapting the Institution to its new and important mission, the old charter needs some amendments.

Several meetings of the Board of Trustees have been held to examine the financial condition of the College and its various property interests, and to discuss plans for reorganization upon the basis required by the Act of Congress, 1861, donating public lands "for the endowment, support and maintenance of at least one College, where the LEADING OBJECT shall be, without excluding other scientific and classical studies, and including military tactics, *to teach such branches of learning as are related to agriculture and the mechanic arts,*

in such manner as the Legislatures of the States may respectively prescribe, in order to *promote the liberal and practical education of the industrial classes in the several pursuits and professions of life.*"

In arranging for the accomplishment of this noble design the action of the Trustees has been cramped, and almost controlled by the heavy debt which the whole State appropriation, not available till April, 1868, will fail to liquidate; the financial exhibit being worse than that reported to the General Assembly. The College edifice needs repair; the furniture has to be renewed; apparatus must be purchased, and buildings for agricultural and mechanical purposes erected, for which there is not one dollar in the treasury. These practical difficulties meet the Trustees at the threshold of their labors, and unless removed will lead to an accumulation of difficulties resulting in a struggle against impossibilities, and a disappointment like that under the previous organization.

The State has already invested so much that it is her interest to increase her appropriations in order to insure success. She is also pledged to sustain this College by accepting the U. S. donation of public lands. The election of a Faculty, and a resolution to open the Institution early in the Spring of 1867, show the determination of the Trustees to do what they can. For the means to repair and equip the College edifice they must appeal either to the liberality of individual citizens or to the General Assembly.

That there may be no further delay to place the College upon a proper foundation, I recommend that the remaining instalments of the \$45,000 appropriation be paid immediately, and the additional sum of \$10,000 be appropriated to be expended as follows: \$1,500 for repairs to the buildings; \$2,000 for furniture; \$1500 for philosophical apparatus; \$5,000 for erection of farm buildings and shops. Thus the College edifice will be made comfortable, and offer to students the facilities sought in an institution of its specific character.

Without such additional aid, success is very doubtful.

The present Board of Trustees consists on the part of the State of

Hon. Thomas Swann, Governor,
Hon. Christopher C. Cox, Lieut.-Governor,
Hon. John M. Frazier, Speaker of the House,
Rev. L. Van Bokkelen, State Sup't. Public Instruction.

STOCKHOLDER TRUSTEES.

Hon. James T. Earle, President, Queen Anne County.
Hon. Charles B. Calvert, Prince George County.
Col. W. H. Purnell, Baltimore City.
R. McHenry, Esq., Harford County.

Rev. Wm. Pinckey, D. D., Washington City.

Edward Lloyd, Esq., Talbot County.

Otho Williams, Esq., Baltimore City.

Registrar of the College.

N. B. Worthington, Baltimore.

Faculty of the Agricultural College, Elected Dec. 11, 1866.

Oastis Lee, President, and Professor of Mathematics and its application, and Military Science.

N. B. Worthington, Professor of Moral and Mental Philosophy, and English Literature.

James Higgins, M. D., Professor of Natural Sciences and Agricultural Chemistry.

Baptista Lorena, Professor of Ancient and Modern Languages.

The annual salary of the President is \$2,500, with a residence within the College edifice. The salary of each of the other Professors is \$1,500 and a residence.

MARYLAND YOUNG MEN AT COLLEGE IN OTHER STATES.

As relevant to the subject of State Colleges, and proving the importance of fostering our home institutions, an effort has been made to ascertain the number of youth, sons of citizens of Maryland, who leave the State for the purpose of securing Collegiate education. The inquiry was confined to Colleges for young men. It is believed that a very large number of young women attend Schools of high grade in other States, expending in the aggregate a large amount of money annually, which might be kept to enhance our home wealth had we schools of equal grade.

The following circular letter was issued, and responses were received from the Colleges named in the appended schedule. Had the investigation been extended to professional Schools, of medicine, law and applied sciences, the number of students would have been largely increased.

DEPARTMENT OF PUBLIC INSTRUCTION.

Superintendent's Office.

BALTIMORE, October 31, 1866.

TO THE PRESIDENT OF——COLLEGE.

Sir:

By direction of the State Board of Education of Maryland, I am now engaged in preparing a report of the condition of public and private schools, academies and colleges within the State.

The Board has also instructed me to ascertain as nearly as practicable the number of students from this State attending the Colleges of other States.

Will you please extend to me the courtesy to send a copy of your catalogue for the current Collegiate year, or, if it has

not yet been printed, the names of students from Maryland and their home residence, and the class to which they belong.

Respectfully yours,

L. VAN BOKKELEN,
Superintendent Public Instruction.

Replies were received from which it appears that 178 young men from Maryland, were attending the following Colleges. Estimating the expenditure at the lowest reasonable rate, it will be more than \$60,000 each year.

Harvard University.....	9
Yale College.....	6
Trinity College, Hartford.....	1
College of New Jersey, Princeton.....	17
Dickinson College, Carlisle.....	26
Pennsylvania College, Gettysburg.....	10
Franklin and Marshall College, Lancaster.....	5
Washington and Jefferson College, Washington Pa.	1
Columbian College, Washington, D. C.....	19
Georgetown College, Georgetown, D. C.....	38
University of Virginia.....	37
Washington College, Lexington Va.....	9
Total.....	178

The residences of these students are as follows :

Allegany County.....	3
Anne Arundel.....	5
Baltimore City.....	49
Baltimore County.....	8
Carroll.....	4
Cecil.....	3
Charles.....	1
Dorchester.....	3
Frederick.....	10
Harford.....	3
Howard.....	1
Kent.....	1
Montgomery.....	7
Prince George.....	4
Queen Anne.....	8
Somerset.....	8
St. Mary's.....	3
Talbot.....	3
Washington.....	15
Worcester.....	1
Unknown.....	30
Total.....	178

SCHOOL OF LETTERS OF THE UNIVERSITY OF MARYLAND.

By the law of 1865, the sum of \$3,000 was appropriated annually to this College, in consideration of which amount thirty young men, meritorious graduates of City and County High Schools were to be educated free of charge.

This fact was communicated to the Faculty by order of the State Board of Education. After a full conference in which they were informed of the views of the Board and the requirements of the law, the Faculty decided not to accede to the terms proposed.

As The Central High School of Baltimore City having extended its curriculum to include a full College course, is now known as the Free College of Baltimore City and no High Schools having been organized in the adjacent Counties whose graduates can claim the privilege of free scholarships, it is recommended that the \$3000 appropriated to the "School of Letters" be paid to the Directors of the Maryland Institute for the benefit of the several departments of Instruction under their control.

No more judicious use of the money could, in my judgment, be made; none more likely to inure, strictly to the benefit of the masses, who toiling by day, study by night to improve themselves in the theory as well as practice of the arts, by which they intend to procure the means of independent support.

THE MARYLAND INSTITUTE SCHOOLS.

The Maryland Institute in its several Departments of Instruction, constitutes an important agency in extending the advantages of special education to a large number of young men and women most of whom, engaged in the active duties of life, devote the evening to study.

At a small cost to each pupil, facilities are afforded for Instruction in Chemistry, Book-keeping, Penmanship, Vocal and Instrumental Music and Drawing. To these is added the use of a well selected Library of 19,000 volumes, illustrating the several departments of knowledge.

A course of lectures delivered weekly during the Winter months, is open to the members of the Institute, thus adding this popular method of imparting instruction, to the systematic work of the Classes. The Institute numbers several hundred active members, participating in one or all of these educational benefits.

My attention has been frequently directed to that department of the Institute, known as the School of Design. I have attended its classes and can safely assert that no person

who examines intelligently the work of this School will withhold his testimony to its value.

It is due to the object of this department, and to the public spirited citizens who supervise it, to ask the attention of the General Assembly, especially of those interested in mechanic arts, to its claims to an appropriation by which the proper facilities can be procured for more extended usefulness.

Between 300 and 400 young persons are taught to draw, having special regard to those branches of the art which are connected with the practical demands of architecture, ship building, furniture and machinery.

Young women perfect themselves in branches available for their own support, connected with photography, designs for embroidery, patterns for goods, and illustrations for serial publications.

The Schools are most strictly "Schools for the people" and as such have a strong claim for a small portion of the money devoted by the State to educational purposes. This can be done by devoting to the Institute Schools the appropriation of \$3,000 declined by the School of Letters of the University of Maryland.

The improved style of architecture in edifices public and private throughout the State, is due in a great degree to the School of Design; many young men now employed in the Public Departments in Washington, and in private offices as draughtsmen, attribute their skill to the instruction received under the auspices of the managers of the Institute.

GRADED SCHOOLS.

Every practical teacher knows and regrets the time lost in our rural Schools, because of the various ages and equally varied attainments, of the children who occupy the benches. Boys and girls, young and old, from the alphabet class up to Natural Philosophy and Geometry, form a chaotic mass out of which the teacher is expected to produce something which may be called order.

To a skilled teacher the task is not impracticable, if he has the proper assistance, and the ordinary conveniences of a School-room. But the larger portion of teachers, discouraged by irregular attendance and the multiplicity of classes give up in despair and adopt the old routine, and get through with hearing instead of teaching lessons.

To aid those who experience these difficulties, and encourage them to persevere, a table of Studies has been prepared. It divides the children into classes according to their attainments, and fixes the degree of knowledge required for advancement. This plan has been adopted in Calvert County by

the President of the School Board, to whom I am indebted for the tabular form printed in the appendix. If our Schools be organized according to this or some similar method, parents will have a standard by which to judge of the progress of their children, and will know where they ought to be upon the School roll, and to which class they properly belong. It will provide an easy criterion by which every friend of public education, who will devote a little time to visiting the School room, can test the skill of the teacher to organize his classes.

The table is presented merely as suggestive of what is needed to systematize the work of such schools as for many years to come, will form the majority in our rural districts. Some plan like this will encourage the children to study, and will awaken an ambition to answer the questions which secure advancement to a higher class.

To increase the interest of children in School work and enliven that dull routine which active little minds abhor, an effort has been made with some degree of success to introduce into the Public Schools.

VOCAL MUSIC, DRAWING AND CALISTHENICS.

Whenever the teacher has skill in any or all of these exercises, there has been marked improvement in the condition of the School. The pupils are pleased, parents are gratified and discipline is made easier because of contentment and good will. After the relaxation of a song, or the recreation of simple exercises in light Gymnastics, the children resume study with renewed vigor and interest.

Attention is given in the State Normal School to all these branches so that teachers in the Public Schools of Maryland, may become competent to teach vocal music, illustrate objects by drawing on the blackboard and enliven the pupils by the pleasing and graceful movements of the Calisthenics. Our object ought to be to make Schools attractive, and by persuasive influences rather than by compulsory laws draw the children to School that they may reap the benefits so liberally provided for them.

TRAVELS OF THE SUPERINTENDENT.

To give a detailed statement of travel in the discharge of official duties would fill a small volume. It would be a description of the condition of the roads, the farms, towns and villages of the State. It would be a pleasant narrative of hospitality received from all classes of citizens, of happy hours passed in hundreds of School houses by the wayside, among thousands of intelligent boys and girls.

During the year every County has been visited, some of them twice, and also the Schools of the City of Baltimore. I

have attended the State and National meetings of Superintendents and Teachers in Washington, Elmira, and Harrisburg; have visited New York and Philadelphia on business connected with Text Books, have been present at the examinations and exhibitions of private Schools in Baltimore City and elsewhere, have regularly attended the meetings of the Board of Trustees of the Agricultural College and whenever invited have assisted at the dedication of School houses, and united in the ceremonies connected with educational progress.

In the performance of these duties, I travelled during the first School year ending June 30, 1866, 6557 miles, and have delivered over 100 lectures and addresses on Educational topics. I have attended Teachers', Institutes and Associations as often as other duties would permit, and have visited frequently the "State Normal School" and the "Normal Primary and Grammar School." In the discharge of these varied duties, I have been the recipient of kind attentions on the part of School officers and other persons which are gratefully acknowledged and most pleasantly remembered. Mingling freely with the citizens of almost every section of the State, I have yet to meet the man who opposes public Education. There may be difference of opinion as to modes of administration and minor points of School government, personal preference relative to location and style of School houses, some complaint that Schools are too far distant from a portion of the children or are not open the entire School year of ten months—but here, according to my observation, the objections cease. It will be a difficult task to find among the patriotic and intelligent people of Maryland, whatever may be their political sentiments or denominational preferences, any who would withhold from children the opportunity of free education or who dissent from the proposition that the prosperity of the Commonwealth depends upon the virtue and intelligence of the people.

Indeed, so general is this sentiment, that it has not been deemed necessary to discuss, in School addresses, the abstract questions connected with general education; but to devote the time to an explanation of the Law which provides the means for accomplishing the result which all unite in declaring to be most desirable.

I feel authorized to say that in Maryland popular education is not the banner of a party. It is the policy of the whole people.

Local preferences may exist, personal discussions will always arise, newspaper editorials and communications complimentary and condemnatory will stately appear, but apart from these and undisturbed by them, away down in the popular heart lie love of morality and intelligence and a determination to secure for every child the opportunities of thorough instruction.

TRAVELLING EXPENSES OF THE SUPERINTENDENT.

Frequent remark has been made concerning the cost of the School system and specially the heavy expenditure for travelling expenses of the Superintendent.

It is proper therefore to state that the whole annual expense of the Superintendent's office for Fuel, Light, Postage, Stationery, Janitor, &c., is limited to \$800, including personal and travelling expenses. During the past year the distance travelled was over 6500 miles and the entire expenditure less than \$300.

For the ability to keep expenses within this limit, the State is indebted to the liberality of the Rail Road Companies and the hospitality of citizens.

PRIVATE ACADEMIES AND SCHOOLS.

For the purpose of exhibiting as nearly as practicable all the educational facilities of the State and enable the General Assembly to form an estimate of the means provided for the intellectual development of all classes of children within the State, a record is presented by Counties of the Private Schools and Academies.

The tables which follow those showing the condition of the Public Schools, give the number of pupils attending these private institutions, the number of teachers employed, the cost of tuition, and, when practicable, the value of School property.

Taken together with the record of Public Schools, they present a reasonably accurate statement of all the Schools in Maryland.

The reports of Colleges show the facilities for higher education presented by denominational Institutions.

The labor to collect this information has been great, but is considered well bestowed; as in no other way could the facts be presented by which to estimate the extent of the field which the State School system has to occupy. In some of the counties private Schools have been discontinued for lack of patronage, parents finding it to their interest and the good of their children to send them to the Public Schools. By no surer criterion can the progress of the State School system and its adaptability to the wants of citizens, be judged, than by the advance it makes in placing itself where formerly private Schools were popular. When comfortable School houses are erected and conveniently furnished the public Schools will become the Schools for the entire population in the Agricultural Districts and in many of the smaller towns. Already are citizens helping, by private contributions, to build good houses and supplementing the salaries paid by the Boards of School Commissioners, that well qualified teachers may be

engaged and the Public Schools be made equal to the best private Schools in the State.

**COST OF COURTS, JAILS AND ALMS HOUSES, COMPARED WITH
THE COST OF PUBLIC SCHOOLS DURING THE YEAR ENDING
JUNE 30TH, 1866.**

Ignorance and Crime go hand in hand. The antidote to such vice as crowds our Jails, is a sound moral and mental training. The Statistics of Penitentiaries, Jails, Houses of Refuge and Alms Houses, together with the Asylums where the profligate and degraded are cared for, prove that crime and immorality are the result of neglected education. When proper instruction is not provided for children, the seeds of vice are sown which in adult years produce an abundant harvest of iniquity. Ignorance begets hardness of heart as well as dullness of intellect. There is neither ability to comprehend nor sensibility to feel the duties which pertain to manhood, and consequently society suffers. It will be an interesting subject of investigation to examine the statistical relation which ignorance bears to crime in our own State. The statistics of civilization furnish ample evidence that the class of crimes consequent upon neglected moral education is lessened in those States which provide for the instruction of the whole people. An effort will be made before the close of another year to present practical information on this topic.

Attention is now directed to the following table showing the amounts paid in Baltimore City and each County for Courts, Jails and Alms houses, taken from the official statements of City and County Commissioners. The sum total of more than one million dollars might be largely increased by the amounts expended for private and denominational asylums of various grades and contributed for the support of the destitute. If education is the antidote for crime and pauperism, then it may be asserted that the heavy taxes paid for the support of Courts and Jails will diminish as the moral and intellectual training of a community advances.

The money paid for Public Schools in Baltimore City and the Counties is placed in parallel column with the cost of Courts, &c., that the public may see which is the more expensive, to educate children in the ways of industry and virtue, or to detect and punish crime. Multiply good Schools, and taxes to support paupers will diminish. Discontinue Schools and taxes to prevent and punish crime will increase. When discussing the cost of Schools let those who complain look at the cost of Courts. Let them remember that the expense of educating each child attending public School, during the last year was only six dollars, while the expense of a single criminal trial often reaches one thousand dollars

and the support of a pauper for a single month is more than that of instructing a child the whole School year.

	Total cost of Schools in each County.	Total cost of Courts, Alms Houses, Paupers and Jails.
Allegany.....	\$ 27,696 61	\$ 30,091 67
Ann Arundel.....	19,960 31	19,820 78
Baltimore Co.....	60,601 44	35,513 13
Baltimore City....	259,552 62	550,332 30
Calvert (estima'd)	9,021 76	6,000 00
Caroline.....	10,357 19	10,335 72
Carroll.....	18,394 10	16,851 34
Charles	8,049 39	10,652 14
Cecil.....	24,002 48	18,528 96
Dorchester.....	16,452 75	23,717 02
Frederick.....	36,351 78	33,405 35
H&arford.....	15,655 50	11,510 52
Howard.....	13,718 47	15,333 53
Kent.....	11,391 15	13,143 97
Montgomery.....	11,459 81	18,601 62
Prince George.....	13,042 88	22,752 22
Queen Anne.....	20,101 37	21,054 04
Somerset.....	21,888 93	17,223 01
St. Mary's.....	8,783 83	10,216 84
Talbot.....	14,861 59	12,871 05
Washington.....	39,555 48	33,074 37
Worcester.....	13,626 05	8,184 06
Total.....	\$674,525 49	\$939,213 64

Amount paid by the State for	Judiciary	\$47,721 40
	Special Judges.....	1,552 50
	Penitentiary	11,000 00
	House of Refuge.....	20,000 00
Amount paid by City of Baltimore for	“ “	25,000 00

Total.....\$1044,487 54

AMENDMENTS TO THE SCHOOL LAW.

Under this head I have nothing to add to the suggestions contained in the preliminary report transmitted by the Governor to the Special Session of the General Assembly in January, 1866.

In accordance with those suggestions and the recommendations made by the Committee of the Association of School Commissioners, an amendatory bill was prepared by the joint Committee on Education and reported in the Senate. That bill embraced several important sections concerning the uni-

form series of Text Books, the State Normal School, building and furnishing School houses, and the local tax required in several Counties to continue the Schools in Session as Free Schools, longer than the 6 months required by the Constitution and Act of Assembly. In various parts of the Law, verbal alterations were made to correct ambiguity of language and contradictions or seeming inconsistencies, which resulted from the fact that there was no general revision of the whole law after it had been amended and almost entirely changed, in some of its leading features, while under discussion in the Senate.

Nothing was then reported which changed the essence of the law. No organic alterations were then proposed nor are any now recommended. The system of Free Schools is in the main adapted to our wants, and nothing would tend so much to unsettle confidence in its operation, interrupt the progress of pupils in their studies or disturb teachers in their methods of instruction and discipline as changes, unless they are imperatively demanded, and are suggested by persons who coming in daily contact with the Schools, can fortify their recommendations by practical experience, derived from a close and intelligent observation of the condition and progress of the system of public instruction. It would be wiser to bear with minor defects and to contend against moderate difficulties, than to attempt any change by which modes of administration to which teachers and pupils are becoming accustomed will be disturbed. What we want now is a patient continuance in well doing.

SCHOOL LEGISLATION.

Here I ask the privilege to depart from the plan which has been kept in view in this report, namely, the explanation of the School law and an exhibition of its work, and to discuss briefly the subject of School legislation. While studying closely the History of School legislation in every State which has adopted a system of Free Public Schools, one fact has been most forcibly impressed upon my mind. It is that every man claims to be an expert on the question of Schools, and to know exactly what a School ought to be, who is a good teacher and how he ought to govern his pupils. This is to my mind an anomaly. Gentlemen who are farmers do not venture to discuss dictatorially questions of law. Financial problems are not most properly referred to physicians, nor are clergymen invoked to decide upon the State policy as it concerns Rail Roads and Canals. The manufacturing interests and mining interests are wisely committed to skilled mechanics and scientific men who have made mineralogy and geology a specialty; in a word, all specific interests are presumed to be best regulated and most wisely developed by

those who have a practical knowledge of the subjects to be discussed or supervised. Why reverse the rule when we come to questions which affect the Free Public Schools? Here, too often, the advice and experience of practical educators are not invoked; every man claims to be a proficient and sits as special judge. Even those who are least educated claim to be competent to select teachers and decide upon educational policy. Thus in many States the whole work of primary School instruction has been impeded by the theories of the ignorant. They who are most proficient in the arts of demagogism have aimed to be leaders in the plans, or rather have proved to be the chief obstacles in the way of sound legislation for the moral and mental welfare of children. School work ought to be submitted to men who are professional teachers, and in all legislation upon this important subject it will be good policy for legislative committees to ask the opinions of experts in education, just as the finance and mechanical and Rail Road Committees seek the opinions of Bankers, Mechanics and Engineers when they devise plans to advance those important interests. Yet, according to my observation, this has not generally been the rule. The professional teacher seldom appears before the Legislative Committee, and School laws are too often enacted, as if the only important questions were, what shall the tax be, and how shall teachers be governed and controlled, lest they become too powerful, instead of how shall they be encouraged that they may be more useful.

Thus far the Legislation of Maryland has proceeded upon the right principle, and there has been a most gratifying readiness, in the discussion of School problems, to ask the advice of School-men, to leave the detail of school work to those who have practical knowledge of the wants of the School room, and of the proper modes of discipline and instruction. This is a wise policy and I venture to suggest to those who are sincere friends of public education, that in all matters concerning Schools, information ought to be sought from those identified with School interests.

In the labors of the State Board of Education, such advice has been sought, and many of the suggestions of this report embody the views of the Association of School Commissioners.

To make the State Free School system eminently practical and to bring to its aid the wise counsel of representative men, professional teachers were selected whenever practicable to act as School superintendents. That the State might profit by their collective as well as individual wisdom, the Commissioners united in an Association for the discussion of School questions, and to aid each other by mutual counsel. As the deliberations of the Association refer chiefly to the administration of the School law, the results of these discussions are appended to this report.

A committee, consisting of Rev. Doct. Anspach of Ann Arundel, F. A. Ellis of Cecil and Thomas A. Boullt of Washington County, was appointed to present the views of the Association to the General Assembly and to advance the important interests involved in our system of Public Instruction.

In connexion with all legislation upon School questions I most earnestly suggest the importance of consulting these gentlemen, representing as they do, a body of intelligent educators from different sections of the State, and coming fresh from the field of labor which they supervise, the difficulties and needs of which they fully understand. We can thus avoid the rocks upon which the School systems of other States have been wrecked. Guided by practical wisdom instead of theory, our Schools will be adapted to the needs of the children, if they do not correspond with the ideas of theorists; they will be beneficial to the whole State, though they may not advance the special interests of any party.

With these suggestions I refer again to the bill reported to the Senate at the Special Session of the General Assembly, Jan. 7th, 1866.

SCHOOL REVENUES.

These are derived from six sources :

1. The 15 cent State direct tax.
2. The Free School fund.
3. State donations to Academies and Public Schools.
4. Fines and forfeits.
5. Interest on the County permanent School funds.
6. Local or County School tax.

The local tax having been repealed to take effect after Dec. 31st, 1866, the Schools of every County are left dependent upon the other sources of revenue at the close of the current School year, June 30th, 1867, unless provision is made for a local tax by a Public General Law, or a local law for those counties which, by popular vote, have signified a desire for such tax.

Reference to Table II upon page 12 will prove the necessity of a local tax in all the populous counties if Free Schools are to be sustained longer than 6 months each year. The fifteen cent State direct tax, under the new assessment, together with the Free School fund, will yield ample revenue for all the Counties in which there is a large population of colored persons. These Counties can, without local tax, continue the Schools in operation the entire ten months; while Allegany, Baltimore, Carroll, Cecil, Frederick, Harford, Howard, Washington and perhaps some others, require a local tax to supplement the State funds.

This subject will undoubtedly secure, as it deserves, the attention of the representatives of the Counties interested.

The rapid increase of population in Baltimore City and the adjacent Counties renders a new State Census essential to a correct distribution of School money. The apportionment is now made according to the Census of 1860.

I recommend the passage of a Public General Law authorizing and requiring the County Commissioners of each County, in which the people have signified their desire, to levy and collect such local tax as the Boards of School Commissioners may deem necessary to prolong the School term, to build and repair School houses, and to pay the salaries of School Commissioners ;—the proceeds of this tax to be paid to the Treasurer of the Board of School Commissioners.

I also recommend a continuance of the fifteen cent tax.

SCHOOLS FOR CHILDREN OF GERMAN PARENTS.

Among the pleasant and profitable incidents of the year have been visits to the large and prosperous Schools in which the German language is taught and the thorough system of instruction, prevailing in Germany, has been introduced. Without wishing to detract from the excellence of other Schools, I think it proper to mention specially the Institute of Prof. Knapp and the Schools under the direction of Rev. Dr. Scheib, known as the Zion Church Schools, which have been personally inspected.

In these and other German Schools, more than 3000 children are taught in the City of Baltimore alone.

The rapid increase of the German population not only in the City, but in all parts of the State, makes it the duty of the State Board of Education to provide means for the education of the children, by introducing, when practicable, the German language into the Public Schools. No element of our population is more industrious and thrifty than the German, or more appreciative of the value of education. In proportion to its numbers it embraces as large a proportion of tax payers, as do the native born citizens, and is justly entitled to favorable consideration in connexion with the plans adopted for the promotion of Public Instruction.

THE FLOATING SCHOOL OF BALTIMORE.

The following communication received from the Superintendent of Public Schools in the City of Baltimore, refers to an interesting and important subject, and is commended to the attention of the General Assembly.

*Office of the Commissioners of Public Schools, }
Baltimore, Dec. 19th, 1866. }*

*To the Board of Education of the
State of Maryland.*

Gentlemen: I have been requested to present to your Honorable Body a statement in relation to the Floating School of Baltimore, and to request you to incorporate it with the other Schools of the State in the system, as ordered by the law of the General Assembly.

The School was organized by the joint action of the Commissioners of Public Schools and the Board of Trade of the City of Baltimore. The action on the part of the Commissioners was authorized and directed by the Mayor and City Council. The object of the organization was the elevation of the profession of the sailor by the introduction of a **system** of instruction adapted to its peculiarities. It is believed that by such elevation of the profession and character of the sailor great advantages would be secured for our national and mercantile marine.

The School was established with the view of its erection into a State Institution. For the accomplishment of this purpose, an act of incorporation was prepared and presented to the Legislature of the State, in 1860. The act was referred to a Committee, but was never acted upon by the Legislature.

The design was to admit pupils from each City and County of the State, in proportions determined by the population of each. Connected with the Institution there was to have been a Boarding Department, with every provision necessary for its successful management. The pupils were to be admitted without charge for Board, and with that of one dollar per term for tuition, and the use of Books and Stationery.

The Floating School of Baltimore was the first of the kind that was established on ship-board, the ship being afloat upon the waves. Institutions for the training of boys for the profession of the sailor, were established in Europe, but they were located upon the land. Ships and boats were provided for practice upon the water.

Since the establishment of our Floating School, other cities of our country have followed the example, and there are other Schools of the kind in operation.

Before the war the School numbered seventy-four pupils. It was discontinued in 1863 in consequence of the withdrawal of a large number of the pupils, either to enter the army or to assist in the support of their families.

The case is respectfully submitted to your Honorable Body, in the hope that such measures may be adopted, as may be necessary for the resuscitation of the School and its future support.

Respectfully,

J. N. McJURON.

REPEAL OF THE TAX TO CREATE A PERMANENT SCHOOL FUND
OF SIX MILLION DOLLARS.

So much comment has been made and so much misapprehension exists concerning the Act of Assembly, ratified by the popular vote at the last general election to repeal the section of the Constitution requiring a tax to be levied to create a permanent School fund, that the facts and principles of this decision ought to be recorded.

I recommended the repeal and sustained it by my vote, as a friend of Free Public Schools. Such was the sentiment which controlled those who voted for the repeal in both houses of the General Assembly. The desire then was, and if I do not greatly err, is to devote all the available resources of the State to the present support of Public Schools. There is a present, pressing need of good School houses, qualified teachers, and more complete appliances for work. We cannot without gross injustice to the children of the present generation, devote one dollar of their money to those who will fill the Schools 30 years hence.

When it is remembered that we are now building School houses which are permanent structures and will be used by our children's children, we are doing something for the benefit of posterity, and can claim that to this extent we are their benefactors.

But apart from the present need of every dollar which can be secured, grave doubts may be urged of the utility of such a permanent fund as will do away with the necessity for direct taxation. The nearer such public interests as those connected with the Public Schools are brought to the people the better for the Schools. If they be supported without direct taxation; negligence, apathy, indifference may be the lamentable consequence. But while Schools depend upon revenue derived from the annual levy, the people who pay will take care to have the work well done. Officers and teachers will be held to strict accountability, and the children profit thereby.

For these reasons the repeal of the 6th section of the 8th Article of the Constitution was proposed by the General Assembly and ratified by the people. Nor can any harm come to the cause of universal education. With full confidence in the progress of Maryland in wealth and general intelligence, we can safely leave future generations to provide for themselves in this matter of Public Schools.

That these views are correct, further evidence is given by the fact that in many Counties, among them Allegany, Baltimore and Washington, the question of a local tax for the continuance of Schools longer than the 6 months provided for by the State revenue, was submitted to the popular vote. This local tax for present use was carried by majorities as large as that which repealed the tax for a permanent fund.

SCHOOLS FOR COLORED CHILDREN.

On this subject I have no suggestions to make in addition to those contained in the preliminary report. I believe it to be the duty and interest of the State to provide opportunities of education for all who live within her borders; and therefore repeat the recommendation, that separate Schools for colored children to be under the control of the School Commissioners, be established in every district where 30 or more pupils will regularly attend.

While nothing has yet been done for this class by the State, it is gratifying to know that the colored people, appreciating the advantages of education, are doing what they can for themselves, aided by liberal contributions from benevolent individuals, and the Baltimore Association.

In the course of my official travels, I have visited some of the Schools sustained by this Association, and cheerfully bear testimony to the good order which prevailed, the neatness of the larger portion of the children, and their remarkable aptness to learn.

The following statistics are furnished by the Secretary of the Baltimore Association for the moral and intellectual improvement of the colored people:

Total number of Schools for Colored persons.....	73
In the City of Baltimore.....	22
In 19 Counties.....	51
Number of pupils registered	7,300
In the City.....	2,500
In the Counties.....	4,800
Average attendance.....	5,645
Number of teachers.....	78
Number of months Schools were open.....	9
Total expense of 73 Schools, including Books, Furniture and Supervision.....	\$52,515 14
Average cost of each School.....	719 38
Average salary of each teacher.....	364 46
Cost of each different pupil.....	7 19
Cost of each average pupil.....	9 31
Cost of each different pupil per month.....	80
Contributions to sustain the Schools were received from	
Citizens of Baltimore.....	\$ 7,179 47
Appropriation of City Council.....	5,964 35
Associations in other States.....	15,701 55
" Friends " in England and Ireland	3,848 58
Colored people in the State.....	9,821 19
Loan	10,000 00

The teachers of these Schools are trained for the special work of teaching, and subjected to a rigorous examination before taking charge of a School.

REPORTS OF THE PRESIDENTS OF THE BOARDS OF SCHOOL COMMISSIONERS.

These reports are given in full as presented to the State Board of Education, that the citizens of each county may know the views of their principal School officer, and that the Legislature may have practical knowledge of the working of the School system in all sections of the State. They relate the hindrances which in some localities check the progress of education, and the successful efforts made in other places for the benefit of the young.

A careful perusal of these reports will leave upon every mind a conviction that much earnest and intelligent work is being done, notwithstanding the many disadvantages and obstacles which interpose.

More might have been written concerning the dilapidated condition of School houses, the need of furniture and out-buildings, the importance of having School lots enclosed, but enough is said to satisfy the most skeptical that these important subjects demand attention and prompt remedy.

No persons in the State are more competent to speak of the Schools and their wants, than the gentlemen who discharge the important duties of County Superintendents, and are required to visit each School and test the qualifications of every teacher. If information of practical value be sought, it ought to be from those who are acquainted with the detail of the daily work of the Schools.

CONCLUSION.

Having thus presented the history of the work accomplished during the first year, of the Uniform System of Free Public Schools, I venture the liberty to appeal to the Honorable Senators and Delegates, to take these Schools in charge as the most important interest of the State. Let it be our honest pride that every child from the Alleghanies to the Atlantic has the opportunities of education longer and better than the children of any other State. Maryland can have in this important work a leading place, and be a light not only to her sisters of the South, but to those Northern States which have not yet embraced the true principles of Free Education. Already is her School Law sought by those who wish to perfect their own systems.

Amended from time to time, as experience may suggest, the law will become thoroughly adapted to our wants. While uniformity is maintained, there will continue to be such discretion vested in each County Board, as will enable it to make the system conform to local necessities. Undisturbed by political agitation, exercising a liberal policy with reference to all denominations, striving to select teachers suited

for their various positions, endeavoring in every reasonable way to render the system popular, by making it do a good work for all the people, it will live to scatter its blessings upon the generation, which will ere long rise up and call those blessed who provided the Free Schools in which every child can be taught. The words of an eminent and zealous supporter of Free Education are true: "In our time and in our country, no man is worthy the honored name of statesman, who does not include the highest practicable education of the people in all his plans of administration. He may have eloquence, he may have a knowledge of all history, diplomacy and jurisprudence, and by these he might claim in other countries the elevated rank of statesman; but unless he speaks, plans and labors, at all times and in all places, for the culture and edification of the whole people, he is not, he cannot be an American Statesman."

Daniel Webster congratulated himself "that his first speech in entering public life was in behalf of public education. Education, said he, to accomplish the ends of good government, should be universally diffused. Let no man have the excuse of poverty for not educating his offspring. Place the means of education within his reach, and if they remain in ignorance, be it his own reproach."

Speaking of the noble mission of education, the same eminent man said: "If we work upon marble, it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble into dust; but if we work on men's immortal minds, if we imbue them with high principles, with the just fear of God and their fellow men, we engrave on those tablets something which no time can efface, but which shall brighten and brighten to all eternity."

L. VAN BOKKELEN,
State Superintendent of Public Instruction.

REPORTS OF COUNTY PRESIDENTS.

ALLEGANY COUNTY.

*Mount Savage, Allegany Co., Md.,
September 19th, 1866.*

*To the State Superintendent of
Public Instruction.*

Sir :

Enclosed you will find "Report Tables," filled as nearly as we are able to fill them. These "Tables" so nearly cover the whole ground, that they leave little in the way of statistics to be added.

No mere statistics however, can give anything more than a partial view of any subject to which they relate. In this instance they may tell us, e. g., how many children went to School, but they do not tell us how many did not go. They may tell us the work done, but not the difficulties in the way of doing it. Absolutely, the work done might be little. Relatively, it might be much. Thus figures, however accurate, though it is said "they cannot lie," may still fail to tell all the truth. I therefore add a remark or two supplementary.

How the difficulties to be encountered in our work in this County, compare with those to be encountered in other Counties, I have no means of knowing, but certainly here they are not inconsiderable. As I have mentioned in a former report, we are greatly in want of School houses. Any one who knows anything of School work at all, knows how essential a proper School house is to anything like success. There is less need therefore, that I should say much upon this topic. I will only express my conviction, that our work has been very much depreciated by using such places for School houses, as we have been compelled to use. Not much progress can be made in study where it takes nearly all the time to keep warm. Nothing short of burning up some of our School houses could possibly warm them through some portions of our winters. It is true, fresh air is invigorating, but children must be comfortable, if they could study to advantage. Other places again, which we are obliged to use, go to the other extreme. From being basements or cellars, the whole or a portion under ground, it is impossible to ventilate them. In some Schools I have been made sick in ten minutes after

entering them. I say nothing, because there is no need of saying anything, about the matter of health, about the tastes and habits of mind and body likely to be found in such places. If our little ones drink out of such troughs, they must of necessity become, mentally and morally, "ringstreaked and spotted."

Then some of our localities have no place, good, bad or indifferent, which can be procured for Public School purposes. The second town in the County had no Public School in it last year, cannot have any Public School in it this year, for there is literally no place in which to have it.

If I may be allowed to make a suggestion in this connection, I would say, that in the absence of any other means, furnished by the Legislature or otherwise, it would be wise to suspend the Schools in this county altogether, for two or three years, and spend the whole money in the erection of School houses. The children during those years would not go wholly without schooling. Some provision would be made in the way of private Schools. Then when Public Schools did start, they might be what they ought to be, and what they do not now even *seem* to be.

The question might arise about the law in this connection. The Legislature, if they will not give the money, might give authority to the State Board of Education, to do as they deem expedient. If not, then the law is, there must be six months School. That is, *by law* this county must go for a considerable time without proper School houses. *By law*, the money, little enough at least, must be to a very considerable extent thrown away. All that remains is the same fact, we very much need School houses.

Of course, only the people who have Schools know the value of them. It is not therefore to be wondered at, if the desire for good Schools does not here amount to anything like a longing. If it did, we should soon illustrate the old maxim: "Where there is a will, there is a way." We are not however without some progress. Two School houses have been put in thorough order, and brought up to the standard. Some five or six are in process of construction, all to be paid for, *when the county can pay*.

Again, all the children do not go to School even when they might go. The people, many of them, will not send their children to School more than six weeks, or two months out of a year. The Fall work keeps them well into winter, and Spring work begins before winter is well over. In some respect we are a very enterprising people. One teacher left last spring, School and all, to go to make maple sugar. In remonstrating with the people once for not sending the children to School, one man spoke out and asked "When or how he was ever to *make anything* out of his boys?" I am still of the opinion, there should be some law regulating this

matter. If the State has a right to educate its citizens, then it has the right *to do it*, and not simply *to seem to do it*.

Again, our county is too large for one School jurisdiction. The difficulties arising out of this fact are manifold. First, the meetings of the School Board cannot be attended by the Commissioners, except at great inconvenience and *expense*. Then, to bring the number of Commissioners down to anything like reasonable limits, makes each Commissioner District too large. The *number* of Schools in each District may not be excessive, but this county must not be judged by ordinary rules. The greater part of the county is mountainous, our roads are uniformly and universally bad. We have few bridges across our streams. The snows gather deep in our valleys and along the ridges or across the spurs of our mountains; the cold is severe. If a man leaves home for a journey of twenty miles, he cannot tell when he will get back, and though from the universal hospitality of the people, he may be sure of entertainment somewhere, yet time is valuable here as elsewhere. Nothing in the shape of School supervision, in my opinion, can be better than our system of School Commissioners, but it should be carried out in its full spirit, to make it truly efficient, and no Commissioner should have a district, the remotest School of which he cannot reach so as to make a visit and get back to his home the same day. No man up here who is fit to be Commissioner at all, can afford in some of our districts to spend the time requisite for a visitation of his district, for anything like the present compensation. Some of our Commissioners, to my knowledge, visit their Schools or attend a meeting of the Board only at a pecuniary sacrifice.

Now all this applies with still greater force when viewed in connection with the duties of the President. I believe it is impossible in so large a territory, with so many natural hindrances, for any one man to exercise an efficient supervision. The Schools must be open in winter time. Then only can our children, from ten years old and upward, be most easily spared from home. And that is just the time, when a man cannot start from this side the great range to go to the other side, with any certainty of getting there or of getting back again. He can make no calculation upon his time. Or even if nothing hinder him, to do any ordinary amount of visitation, will require a vast outlay of time and labor, to say nothing of exposure, personal inconvenience and bodily suffering. To give a clearer idea of the work to be done, I will give some statistics of my own work not given elsewhere. I have met the Board 13 times, made 14 addresses to the people more or less formal, examined 121 teachers (48 men and 73 women) at 7 different places, and 29 different times, written 8 public notices or articles, attended two general conventions, written 313 letters, made 173 visits to

the Schools, spending generally half a day at each, and in addition about half that number of visits to School house sites, and in the accomplishment of this work have travelled 4401 miles, 2700 miles chiefly on horseback. Now, as I said, I do not know how all this compares with the work done in other counties, but one thing is certain, a great deal of time has been consumed in the saddle, and on the road, which might have been spent to advantage in the School room. It is true, I might have saved some of these miles, if I had known as much before I started as I did when I got back. But in a County 100 miles long by an average of 10 miles wide, it is not easy always to get information unless one goes for it, and then one will often have far to go, and in a County, where there are no sign-posts to guide a traveler, one will often go further than there would otherwise be need of.

Most certainly however, if the whole County is continued under one President, he should be released from the care of a district. In this County, the President has frequently to be away from home two weeks at a time, sometimes it may be longer. Things in his district occur during these intervals, demanding his attention. Then when he gets home, the general work is delayed, or plan of visitation is broken up in order to attend to the particular work of the district. In a variety of ways the work of the Commissioner interferes with the work of the President, and the County could not help gaining by relieving the President of the labors of a Commissioner.

What I wish however, to impress is this, that for a proper administration of the School law in this County, the territory should be divided. The President should not have so large an area, the Commissioners should have smaller districts. There has long been talk of making two Counties out of Allegany. Whether the time has arrived for carrying such a contemplation into effect, I do not know, but certainly nature has divided it, and so far as School purposes go, the time has come for division.

I am all the more free in expressing my convictions relative to this matter, in that I have now no personal interest in it whatever. I anxiously desire to see Allegany County prosper, mentally, morally and socially as she has done, to all outward appearance, physically and commercially. She ought to prosper. There is no people naturally better endowed. The material is here, often not worked at all, often badly worked, still it is here, and all it wants is proper development and culture. Knowledge, mental, moral and social culture, are an unspeakable blessing to any people; much work remains to be done up here. May God give wisdom to all concerned, to do it well.

O. PERINCHIEF,
Pres. of Board of School Commissioners, Allegany Co., Md.

P. S. The Table *C* of the schedule is imperfect. It is impossible to fill it. Many of the places reported as School houses, are no more School houses than they are stores, or churches, or Odd Fellow halls, being used for one purpose as much as another. The approximate value of School houses, it is also impossible to give.

If the average cost of Schools in this County seems large, it must be remembered, that there is probably not a more expensive County in the State to live in. Our County produces comparatively little of all that is consumed here. The general commodities of life, except coal, cost more here than in our eastern cities. Board is high. Then in the thinly settled districts, the Schools are small. On the one hand, the number of teachers is increased, on the other the cost of living.

In reply to Circular No. 6, asking information in regard to certain questions, I have the honor to report :

Topic 1st. "What has been done towards organizing the County High School?"

Answer. Previous to the resignation of Rev. Mr. Perin-chief, a Committee was appointed, consisting of himself and Rev. Mr. Ross, to wait upon the trustees of Alleghany County Academy, to see if they would not be willing to transfer the Academy to the Board of Commissioners.

The reply of the trustees to the Committee was, that for the present they could not, that they had employed a teacher for one year, commencing with the 1st of September, 1866, thus leaving the board to infer that, had the application been made in time, it would have been complied with.

At the proper time, the subject will again be pressed upon the trustees, to transfer the said Academy to the Board, and I think an influence can be brought to bear upon them, so that they will not hesitate to comply with the wishes of the Board, seconded by those of the citizens.

Topic 2d. "What action has been instituted, to secure the continuance of the local tax for prolonging the School terms, &c.?"

Answer. I had a notice published in all our County papers, calling the attention of the citizens and friends of Education to the fact, that after January 1st, 1867, our Schools would be entirely dependent for their support on the funds derived from the State alone, unless the citizens of the County express their willingness at the November Election, for a County School tax.

A meeting of our citizens was also called on Monday evening, the 15th, to consider the subject, at which time resolutions were passed, a copy of which I sent you, instructing the friends of Education how to vote to secure the desired end at the coming election.

I also called upon our leading politicians and pressed the claims of our Schools, but received no encouragement from them. Not receiving any aid from that source, I had a sufficient number of tickets of both the political parties printed with the necessary words upon them, and had a plan perfected throughout the County to hold meetings in every School district prior to the election, so that the friends of the Public Schools could meet and mature their plans for work on November the 6th.

At a time like the present, when political questions are agitating the whole country from end to end, and absorb every other topic, it is with much solicitude that I await the results of the action of our citizens for or against a Local Tax, yet trusting that our labor will not have been in vain.

Topic 3d. "What are your resources for building School houses, or what plan do you propose as most likely to accomplish speedily the essential work?"

Answer. At the present time we have no resources of any kind, and will not have, unless by an act from the Legislature.

The plan thus far adopted by the Board has been where the citizens have erected houses according to proposed plans, that the Board should take the buildings at first cost as soon as funds accumulated, or a law was passed to provide funds for such purposes. In order to hasten the work, I would suggest that the Commissioners, with the State Superintendent at their head, go to Annapolis at the coming session of the Legislature, and press the importance of passing an act requiring every male citizen over 21 years of age, to pay a Poll Tax of one dollar throughout the State, in addition to any other act that may be passed for School purposes; thus in a short time we would have a revenue at our command to place the Schools beyond any wants.

Having read the Report of last year's work previous to its being sent you, I have not much to add to what it contained, save that there is manifestly a much better feeling towards the Public Schools this year than last; for instance, in one Commissioner's district last year in order not to have School, when the teachers presented themselves to open their Schools, citizens would ask an enormous price for boarding, so that in some cases teachers had to leave. But this fall, the same School districts have made arrangements to furnish board free for their teachers.

I am also satisfied, that at the end of this year's work it will be found, that there has been an increase of attendance of children in the Schools all over the County.

Our teachers as a class this year are 50 pr. cent. in advance of last year, and the Public Schools are supported this fall by some who were formerly their opposers.

One of our most influential citizens congratulated me the

other day in the success of our city Schools. Says he, "this fall is really only the commencement of the Public Schools, heretofore I have stood aloof from the Public Schools." But finding that we had some system in our Schools, he thought he would give them a trial and now is so well satisfied, that were things reversed, could he send free to the Private Schools, and pay to send to the Public Schools, he would prefer the latter.

SUPPLEMENTARY REPORT.

It may not be amiss to add a few remarks as a Supplemental Report to the report already furnished you by my predecessor.

This, the second year of our Public Free School System, has just closed the fall term of the Schools.

By comparing the work and Schools of the present year, with the same of last year to the end of the fall term, we can form a correct conclusion, whether the Schools at this time are in a better condition, whether the citizens of our County manifest more interest in Public Education, whether the School system has worked its way to the better feelings of the citizens of the County, than one year ago.

To this, I can safely answer in the affirmative. The Fall term of 1865 found our Schools attended by about 4000 children. The reports of our Schools ending the Fall term of 1866, show an attendance of over 5000 children, an increase of over 1000 children for the time of last year's report, and many more yet to come in during the winter term.

In many instances citizens stood aloof from the Public Schools last year, the same persons have nobly come forward this year to their support, and are numbered among the Schools' best and firmest friends, and would not to-day exchange our School system for the best abroad, nor would they be willing to transfer their children from the Public Schools to the Private Schools, which they have heretofore encouraged, even if they could send free of tuition, and pay to send to the Public Schools.

They see in the system, which our State Board has furnished us, the elements by which the Schools of Maryland can be placed on a better footing, and in a much shorter period, than those of any of our older sister States that have been experimenting with systems for twenty or thirty years.

They find *live teachers* in our Schools, who can teach not only all the branches taught in our Private Schools, but can teach them better; they find our manner of instruction is more solid, more thorough, more systematic, than any of our Private or Select Schools, that they teach more successfully that which it is necessary for every body to learn.

We let these facts stand broad and free for the opponents of the Public Schools to get around them, if they can.

Many were the doubts of *even* the friends of our Public Schools when the new system was introduced one year ago. Some thought it would not live to enter upon a second year; its enemies were sadly and its friends happily disappointed.

It not only entered upon its mission for the second year, but it entered with new friends, new children, new hopes, bright prospects, and a *will* to surmount every obstacle that may present itself. One of the best tests to show the feelings of the citizens of Allegany County in regard to the School system, was made manifest at the late November Election, when the question "For a County School Tax" or against a tax, was submitted to the voters of the County. Some not very favorably disposed towards the system, imagined that the proper time had now come when by a *coup de plume* they could give it such a blow, that it would go reeling to the ground. But after the contest was over, the smoke ended, the sky revealed a bright face and the Official Returns reported 117 votes in the County against a School tax, whilst a very large majority was given in favor of a local tax for School purposes. This too at a time when the political questions of the day absorbed every other subject.

Let that vote stand forever to the honor and credit of our Mountain County.

The citizens by their votes manifested a spirit worthy the mountain air we breathe. They want good Schools and are willing to be taxed for them.

Having thus expressed themselves in favor of being taxed, the question is left with our legislators, whether they will come to our aid, whether they will pass an act granting the wishes of our citizens.

The citizens of Allegany County have not only manifested a noble spirit in sustaining our Schools by voting for a tax, but in some parts of the County have built new houses, which are the pride of the district. In some sections old houses have been remodeled, and made more comfortable than they were before.

With the improved feelings of our citizens in favor of Public Education, there is felt, more than at any previous time, the want of a sufficient number of good School houses. In many School districts where houses are needed most, the citizens are least able to build, and with the heavy drain upon the treasury in the way of rent, repairs, fuel, books and incidental expenses, the School board can do but little in the way of building. If we had good houses, the system of Public Instruction could be made an entire success in Allegany County.

The State in providing a system of Free Instruction, has only thought in part for its boys and girls.

The State has not fulfilled its sacred duty to its children, until it has provided the proper legislation to give to all the

children comfortable houses, and required parents under a penalty to send their children regularly for a specified time. The State that will first provide such legislation, will be fifty years in advance of any of its sister States.

To make our system more nearly perfect, for God does not prosper any thing without his love and mercy, would it not be well to require the reading of the Bible in our Schools mornings and evenings.

No system of education is perfect unless *the heart as well as the head is properly trained* and cultivated. We should also have some small work on Calisthenics for our Schools, not only for the improvement of the physical system, but also to give life and variety to the School room.

When we attend to the physical, the mental and the moral nature, then will we have a system beyond all price.

A sound mind in a sound body with a cultivated heart, are the necessities of the day.

In order to accomplish the above, I would suggest in addition to the reading of the Scriptures and a work on Calisthenics, that the State Board of Public Instruction should prepare for the Schools of Maryland a small Catechism, containing the great fundamental principles or beliefs common to all Christian Denominations.

Unless we have something of this kind, many of our teachers will fail to introduce sacred subjects, or place them before their pupils. But with a small book of this kind, the precepts of our Saviour would be placed before all the children of the State.

Before concluding this report, I would remark, that as my predecessor has placed before you most of the subjects of importance in his report, it is unnecessary for me to lay them again before you.

I would also state, that with a fund of \$12,000 less this year, than was at the disposal of the Board last year, we shall not be able to continue our Schools quite six months. I also herewith return thanks to the citizens of Allegany County for their kindness and hospitality extended to me wherever I have met them in the discharge of my official duties.

Very respectfully,

JAMES M. SHOBER,

*President of Board of School Commissioners,
Allegany County, Md.*

*Cumberland, Md.,
November 24th, 1866.*

ANN ARUNDEL COUNTY.

*To Rev. L. Van Bokkelen, LL. D.,
State Superintendent of Public Instruction,
Rev. and Dear Sir :*

As President of the Board of Commissioners of Public Instruction of Ann Arundel County, Md., I beg leave to submit the following report of our labors, and the operations of our school system within the County over which our supervision extends. The whole number of Public Schools in our County is 44, all of which are in successful operation. The first district contains ten, all of which are supplied with teachers. The second and third districts contain eleven each, and the fourth twelve. All these schools are in good working order. The number of pupils in each district is as follows: the 1st has one hundred and fifty; the 2d, one hundred and forty-six; the 3d, three hundred and forty; the 4th has three hundred and fifty-eight; the two schools in Annapolis, three hundred and fifty. Total number of pupils, 1344.

Although education has ever been regarded among all civilized nations, as absolutely essential to the welfare of the State and the advancement of the people, it was for a long period the privilege of the favored few only, to acquire a thorough intellectual training. Education has proved itself the most powerful element in the civilization of nations, and as mankind progressed in knowledge, their institutions became more liberal, their laws assumed a wiser and more impartial aspect, and the administration of their governments grew more humane. There was a period when it was thought that the masses were happier without any instruction; for it was contended that if the common people were educated they would become dissatisfied with the position Providence had allotted to them in this life, that they would abandon the various industrial pursuits in which they were engaged and aspire to something not suited to them as a class. When this erroneous view was forced to give way before a more enlightened and just public sentiment, it was stoutly maintained that the masses should be educated to such an extent only, that they might be able to read the scriptures and join in the public worship of God. At a still later period, it was thought, that it might be allowable to educate the people so far, that they might be able to write their own names and have a slight knowledge of Arithmetic. Even then it was found, that education did not spoil the people, for it was manifest that they labored more cheerfully and to better advantage, because they had some intelligence. Thus education, like every other noble enterprise, worked its way amid difficulties, surmounted the most formidable obstacles, dissipated

the dark clouds of prejudice, and proved itself a good thing wherever the people had access to the fountains of learning. These remarks are applicable to the difficulties which education had to encounter in all countries.

When the foundations of our Government were laid, education and religion were recognized by the founders, as absolutely essential to its success and the happiness of the people. But notwithstanding, the lines have fallen to our generation in pleasant places, and our's is a goodly heritage; there always were, and still are, strong prejudices against popular education. In every State there was more or less opposition to the introduction of a system, which involved the expenditure of considerable sums of money. It is not our purpose however, to give a history of the progress of popular education from its rise to its present state of excellence, our object is simply to show that human nature is now what it always has been. Strange as it may seem, we find within the limits of our State, opposers to our existing school system, both among the ignorant and men of intelligence. There are men of affluence with little or no culture, who for the want of education, cannot appreciate the influence of our Public Schools upon society, and hence in view of the taxes which they must pay, lament that the good old times have passed away, when men were allowed to rear their children in ignorance and had nothing to pay. But it is still more singular that in communities where the people are generally intelligent, these same prejudices should exist, since any one given to reflection and observation, can easily perceive that it is far better to pay even a high tax for the support of schools in which children are intellectually and morally educated; where they are taught the dignity of man and the true object of life, where industry, morality and religion are inculcated, both by precept and example; thus preparing our youth for the various industrial walks of life, than to permit the rising generation to grow up in ignorance and vice. The school is a powerful agent in the formation of good men and good women, who by a virtuous course of life and by their industrious habits, become producers and not merely consumers, thus adding to the general wealth and prosperity of the community, by their exertions in lawful and honorable pursuits, of human activity. Contrast those who grow up in our schools, with the same class of children who are destitute of educational advantages, and permitted to grow up in ignorance, and we shall find the expense incurred by the education of the former, far less than the tax which is paid for punishing the criminals who mostly spring from the uneducated classes. Even upon such a basis of comparison, the friends of popular education occupy the vantage ground. But when we contrast the influence which these several classes exert upon the world, the sublime mission of the one and

the disastrous influence of the other, the glorious destiny of the cultivated intellect sanctified by divine grace, and the fearful future misery of the other, it is amazing that good men, men of cultivated minds, men who are good citizens and well-wishers of human society, who we might presume would exult in the triumph of virtue, intelligence and religion, should be found arrayed against the cause of education. It may be alleged by those that it is not the cause of education which they oppose, but the system inaugurated amongst us. If such be the case, let them suggest modifications and improvements, and if found worthy, they will certainly be incorporated in the law. It seems however, but too evident that in most cases it is not the system adopted, but the money which it costs, that constitutes the real ground of opposition. It is true, a cheaper system might be devised, but it would not prove equally efficient; and no money is spent to better purpose or should be more cheerfully given, than that which promotes the general good of society. In such a momentous work as that of popular education, dollars and cents ought not to constitute the paramount consideration. While it is the obvious duty of legislators to have a due regard to economy in the provisions of the school law, the cost should not be permitted to impair the efficiency of the system. The State of Maryland has unquestionably one of the most excellent school systems that has ever been devised, and yet it is not much more expensive than other greatly inferior ones; and we are fully persuaded that if intelligent men will do us the favor to visit our schools occasionally, to hear the children recite their lessons, and observe the mode of instruction which our teachers practice, they will be constrained to admit the vast superiority of the schools now in operation to those of former periods. The examination to which teachers must submit, and the frequent visitations of the District Commissioners and of the President of the Board, exert a very happy influence upon the children, while these visits render it impossible for a school to be conducted improperly for any length of time. Formerly a teacher might secure a school upon the recommendation of friends, and as there was no one appointed to visit his school and examine his pupils, he might, if he was incompetent and destitute of integrity, waste the precious time of the youth committed to his charge, and do them a positive injury, by imperfect or radically wrong instruction. This could not now happen.

. During our visits through the County and intercourse with leading citizens, we are thoroughly convinced of the fact, that the two dominant elements in the opposition now manifested to our school system, are of a political and pecuniary character. This is all wrong. Politics should never be allowed to enter the Sanctuary or the School, and those who exercise control over religious or educational institutions, commit a

flagrant wrong against God and mankind, by permitting their political opinions to exercise a controlling influence upon their minds, when providing instructors for the rising generation. We never allow those questions to come in conflict with our duty, and we can truly affirm that we do not know the political sentiments of any one of our teachers. We require first of all in our teachers a good moral character; secondly, the needful intellectual culture, diligence in their vocation, and fidelity in the discharge of all their duties.

In regard to the pecuniary considerations which some persons urge against our system, we admit that this objection has some force; but after our schools are thoroughly organized and in good working order, the expenditures in our County will be considerably less than they are now. A large outlay was absolutely necessary to build new houses and to repair others and furnish them so as to make them comfortable. All our new houses have vestibules attached to them; these are provided with shelves and racks, where the pupils can deposit their baskets and hang their coats and shawls.

Rev. R. G. Chaney, Commissioner of the Fourth District, presents a very gratifying picture in the subjoined report of what has been accomplished in this part of the County.

West River Institute, Md.

Oct. 23d, 1866.

Rev. F. R. Anspach, D. D.

Dear Sir:

In compliance with your request we furnish you with a Report of our (Commissioner) District.

We reopened 12 Schools in September and are happy to state that they are all in successful operation, numbering from 15 to 50 pupils each. During the past Summer, we had 4 new Schools erected and several others repaired; the carpenters furnishing everything, the School Houses cost about \$650 each, being 18x20, 18x22, 20x24, 20x26 feet each. We have had 10 Schools furnished with new desks, seats, &c., (Mr. Soper's patent) thus making the School by far more comfortable and pleasant, both for teachers and pupils.

We are happy to state moreover, that we observe an increased interest in our Schools, both on the part of teachers and patrons—the new buildings—the comfortable neat and clean rooms, are commanding respect. In a single neighborhood, which we visited on a beautiful morning last May, we found 17 pupils in 2 old dilapidated School houses. We have now 2 new buildings with between 70 and 80 pupils registered, and the greater number of them are in daily attendance at School. One of the teachers informed me during our recent visit that his school-room was really not large enough! We believe that there will be an increased attendance generally

throughout the district during the present year, although the scarcity of labor renders it necessary for a number of parents to retain their sons at home during the busy seasons ; yet the patrons of our Schools and the people generally, are becoming more and more thoroughly convinced that the *new system* is far in advance of the old, and though not *yet perfect*, it is really doing a good work. We have now before us an application to reopen a School which we closed the last year for lack of patronage, and a request to place in it a *classical teacher*, with a salary of between \$500 and \$600—the patrons being willing to make up the deficiency by voluntary contributions. In conclusion, Doctor, allow me to say that we believe the Teachers in our District, the most of whom having had several years' experience in teaching, will compare favorably with those in any District in the County or State. They are diligent, prompt and faithful in the discharge of their daily labors, and we anticipate a year of unprecedented success.

Very respectfully submitted by

Yours Truly,

R. G. CHANEY,

Commissioner 4th District.

It will be seen from the foregoing that we have not been idle, and that as much has been accomplished as could be reasonably expected within a year. We built eight new houses, repaired twenty and newly furnished nineteen. A few new houses are still required, so that, in a brief period, we shall have provided the whole County with substantial and comfortable school-houses, and if unhappily the present system should be abolished or changed, the people will have these excellent structures as memorials of the system of popular education now in successful operation. We cannot believe that men of culture, who have the well-being of our State and country at heart, would abrogate or materially modify the present system, until it has been thoroughly tested. We are confident that in a few years its operations and results will have demonstrated its superior excellence. That there will be found persons who complain, must be expected ; not only now, but always. There are some people so constituted, that they must grumble, whether they have or have not cause to do so. They would find fault with the plumage of an angel's wings, and are thrown into paroxysms of irritation by the moat that floats in the sunbeam. It is their nature to do so, and if so, let them grumble ; we would not, if we could, deprive them of that exquisite pleasure. We will, however, do the people of our County the justice to state, that so far as our personal knowledge extends, very few men have found fault with the manner in which our schools are conducted.

As this report may come under the notice of teachers and

parents, you will permit me to offer a few suggestions to them. In our visitations we have been very much gratified with the evidences of faithfulness on the part of our teachers generally, and the manifest improvement made by the children. We would however, impress upon the minds of all our teachers the importance of giving attention to what might be regarded as minor matters. First, in regard to reading, we have found pupils in a few instances who seemed totally ignorant of the use of stops, and who would sometimes make a full pause at a comma, and treat a period as if it were a comma or a semicolon. It is highly important that the teachers should give strict attention to the spelling and reading of his pupils. They should be taught to enunciate every word distinctly, and carefully to observe the stops and understand their import. We were exceedingly gratified to find many of our teachers careful in what might be regarded as small things, but which nevertheless lie at the foundation of good scholarship. We venture the opinion that the children who enjoy the instructions of such teachers as Messrs. Nichols, Jones, Bidwell, Jacobs, Dodson, Cornelius, Mrs. Ditty, Miss Chew, Miss Lang and many others in our County, are as well taught and will acquire as high an intellectual culture as they could receive at any boarding school. The more advanced pupils have made great proficiency in Grammar, History, Chemistry, the Science of Common Things and Natural Philosophy.

Having then these advantages, it behooves parents to see to it that their children are punctual in their attendance, that opportunities are afforded them to study their lessons at home, and thus secure to their offspring all the advantages within their reach. It is a matter of profound regret, that along the Bay Shore, children in some instances do not attend half the time. Their parents, being engaged in oystering and fishing, often keep their boys at home when they ought to be at school.

And now, having hastily passed under review the operations of the new system in our County, we may be permitted to ask, in view of its manifest superiority over all that have preceded it, whether it is not the duty of every good citizen and well-wisher of the rising generation, to use his influence in favor of the cause of popular education. Even in a temporal point of view it is our manifest duty to do all that we can for the development of these youthful minds. But when we consider the nature of the human mind, and the grandeur of its destiny, its noble faculties already thrilling with the strivings of Divinity; and which may be fitted by culture to pass over all nature in triumph, observing all the creatures by which it is encompassed, and congratulate itself on its own superiority, and point out as proofs of its strength and greatness the changes which have been wrought by the

energy, that by its intellectual force and boldness it has acquired, the complete mastery over nature, and has made our world a whispering gallery, so that men may hold almost instantaneous converse with each other, though dwelling in the different capitals of the two hemispheres; we may well ask, is there a work under the heavens at once so simple and yet so sublime, as the education of that mass of human intellect, which in a few more years will control the interests of the Church and mould the destiny of the State? Take care of the children, and the future men and women will take care of themselves. Educate these youthful immortals physically, intellectually and morally, and you provide the surest safeguards for the welfare of the Republic. Our public schools are the nurseries of the future conservators of public morals, and of the statesmen whose influence will either strengthen, beautify and perpetuate our cherished institutions, or blight and desolate the fairest heritage on God's earth.

THE HIGH SCHOOL.

At a meeting of our Board some months ago, the trustees of St. John's College tendered us the use of buildings and the services of one or more Professors for the High School, if the Board would connect it with the College and pay into the treasury of that institution the appropriation now donated to several academies in our County. There being no applications at that time, to have the High School located elsewhere, the Commissioners acceded to the request of the trustees, in view of the fact that we would secure all the advantages of a High School, by the payment of the academic fund (eight hundred dollars) and incur no expense for buildings or professors. This arrangement however, was never perfected. Finding that there were strong objections on the part of many citizens of our County to the location of the High School at Annapolis, the Board reconsidered its former action and appointed a day to hear the parties who wished to present their views in reference to the location of the High School. At the appointed time delegations from the Millersville and Patapsco Academies, and one of the trustees and the President of St. John's College appeared before the Board. An interesting discussion ensued, both parties presenting their claims in eloquent speeches. It was alleged on the part of those who represented the academies, that if the appropriations which they receive from the County were withdrawn, they could not be kept in operation. We also learned that the trustees of the College would rather withdraw their claim than awaken any unkind feeling throughout the County against the College. In view of these and other considerations the Board resolved to postpone all further action on the subject for the present. The Academies

will therefore continue to receive the appropriations as heretofore, until a High School shall be established. It is the opinion of the Board, that by this course the interests of the cause of education will be subserved in a greater degree, than by the establishment of a High School, the advantages of which can be enjoyed only by the few who reside in its immediate locality, whereas the Academies are situated at different points in the County.

The Board would also suggest such a modification of the law as to authorize them to appropriate four hundred dollars to West River Institute and to Dr. Nelson's select school in the lower end of the County, and that these institutions, like the other academies, be required to educate one pupil free of charge for every \$40 they receive. By such an arrangement the facilities for instruction in the higher English branches and also in the classics, could be extended to a much larger number of pupils than could be afforded in a High School, and at a greatly reduced expenditure of money.

COLLEGES AND SEMINARIES.

St. John's is the only College in our County. It has been recently reorganized under the direction of its President, Dr. Barnard. Having a full corps of professors and receiving \$15,000 annually from the State, we trust that this ancient seat of learning will again become eminently useful.

THE CLIFTON FEMALE SEMINARY.

This is a new institution, and has only been in operation since last September. It is located near Jessup's Cut on the Washington Railroad, in one of the most highly improved neighborhoods of the County. It has had an auspicious commencement, and will, no doubt, command an extensive patronage.

ACADEMIES.

The Ann Arundel and Patapsco Academies, the West River Institute, under the care of Rev. R. G. Chaney, and Dr. Nelson's Select School at South River, are all in a flourishing condition.

F. B. ANSPACH.

BALTIMORE COUNTY.

Rev. Dr. Van Bokkelen,

State Superintendent.

Dear Sir :

As one of the requirements of the new school law made it incumbent upon the School Commissioners to select from among those holding certificates suitable teachers for the schools in their charge, the first duty of the authorized examiner was to hold public examinations. For various reasons these were deferred till the first of January. In the meantime permits were granted to all teachers holding certificates which had been issued by the old School Board, but all others making application were orally examined, and such as were considered qualified received permits which continued in force until the time appointed for holding the regular examination. Before any certificates were issued, each school was visited for the purpose of acquiring a knowledge of the teachers' practical qualifications, under the belief that the spirit, if not the letter, of the law required ability to teach as well as proficiency in the branches enumerated in the certificates. Eight public examinations were held (one for each Commissioner district), at which one hundred and twenty-five applicants presented themselves; fifty-nine ladies and sixty-six gentlemen; one hundred and one single and twenty-four married, one of the latter a lady. Twenty-one received certificates of the first grade; seventy-one certificates of the second grade, and twenty-nine received permits. Four were rejected. Of the applicants, eighteen had never taught previous to the introduction of the present school system; twenty-four had been engaged in teaching from one to three years: twenty-five, from three to six; eighteen, from six to ten; five, from ten to fifteen; six, from fifteen to twenty; four, from twenty to twenty-five, and one, thirty-five years.

Sixty-six of the applicants were born in Baltimore County; eighteen in Baltimore city; four in Carroll; one in Kent; one in Queen Anne's; one in Dorchester; one in Montgomery; two in Harford; one in Charles;—making ninety-five in Maryland. One in Delaware; three in Virginia; sixteen in Pennsylvania; one in Massachusetts; one in England; five in Ireland; one in Scotland; and one in Cape Colony.

Punishment: Forty-six use the rod; thirty alternate between detention and the rod; twenty-five adopt detention; eight give extra lessons; four employ scolding; one deprives of dinner; one makes use of confinement; and ten deprive of play.

Eight of the teachers are preparing for other professions.

The statistical tables compare very favorably with those of

'65. Table D shows a total average attendance of pupils of 4997, which is 792 in excess of that of the previous year; while the total attendance of different pupils is 8630, or 553 in excess of the attendance of '65. The surplus of average scholars over the total number of different pupils when compared with the report of '65 indicates a commendable though very moderate improvement in the continuance of children at school during several terms.

By a comparison of the total attendance during the year with the census of children between the ages of six and nineteen, about five-sevenths of the number authorized by law to attend school were present, or about one-eighth more than attended any previous year from the first establishment of the Public School system in the county. This favorable change may have been effected by the wise provision in the law which furnishes an assistant teacher to every school numbering sixty pupils. It has increased the teaching corps in the county twenty per cent. and thereby afforded additional facilities for improvement to the scholars.

During the year more than three thousand miles were travelled in making three hundred and twenty-seven regular school visits. With few exceptions each subsequent visit found the schools in much better condition materially, mentally and morally than when first visited. The teachers almost universally appreciate the present school system, and by a commendable zeal in their arduous labors have been generally successful in winning for it a favorable reception at the hands of the public.

It has been found that wherever the school visitor has actively co-operated with the teacher and Commissioner, the scholars have made a progress far in advance of that made by others where this united co-operation is wanting. It is to be regretted that there are yet school districts in the county where it has been impossible to induce gentlemen to act as visitors.

Without discussing the comparative merits of ladies and gentlemen as teachers, I have found the schools taught by ladies as efficiently managed and governed as those taught by gentlemen. The prejudice existing against the employment of the former is rapidly disappearing, and the assertion may be ventured that they will in a few years be sought for in preference to gentlemen.

There are two prominent evils in connection with the practical operations of the school, which urgently call for remedial measures, viz., irregular attendance and tardiness. It is true, the by-laws impose checks to prevent their occurrence, but a glance at any school register will show that these checks fail to accomplish the desired result. It is generally the case that the most numerous complaints against teachers and schools proceed from parents whose children attend only

fifteen or twenty days each school term. They expect fifty-five days' school work to be effected in fifteen or twenty, and blame the teacher for negligence when the fault rests with themselves. When the expenditure employed in keeping the schools in operation, the embarrassments to success thrown in the teacher's path, the daily interruptions to the regular duties of the school, and the injurious effect upon the scholar himself, which is caused by irregular attendance and tardiness, are duly considered, it cannot but awaken a deep anxiety for a remedy. In my opinion a circular on this subject from the State Superintendent, put into the hands of the teachers for general distribution, would accomplish much towards correcting these serious evils.

In the estimated value of school property (Table D) only that, the title to which is vested in the School Board, has been given. The value of the entire school property of the county would exceed sixty thousand dollars.

There are eight new school houses required to meet the wants of a growing population in the first, second, fourth, fifth, seventh and eighth Commissioner districts. In addition to this, table C shows eighteen houses in ordinary and twenty-seven in bad condition. To furnish these school districts with properly constructed houses, having the necessary school furniture, would involve an outlay of forty thousand dollars. As the receipts and disbursements of school monies received under the present law, leave but a very small balance to the credit of the Board, it is evident that even a continuance of the same would render additional legislation necessary to meet the pressing wants, which are most sensibly felt in those districts.

Sanguine hopes are entertained that the Legislature will make ample provision for the comfortable accommodation of the children of every school district in the county, and I have no fears of their full realization. The public school has become a necessity, and those who promise to provide liberally for its wants are becoming the most popular of our public men.

The first year of the State school system has been a success in our county. Erroneous impressions made upon the public mind before the commencement of actual operations, rapidly vanished as the working of the system steadily progressed. It has a broader field for its action, a stronger influence in its favor, and more earnest advocates and supporters at the present time, than when the school law was first submitted to the public eye. The consciousness of these facts infuses a fresh energy and zeal for a renewal of our labors, and we have entered with a warmer enthusiasm upon the duties of the second year. From our brother Commissioners, whose experience under the old Board made them specially adapted to discharge the duties of the new, we have received uniform

kindness and courtesy, and from the public in our regular visitations a generous hospitality, which we gratefully acknowledge both personally and as an evidence of the favor with which the system, of which we are the humble representative, has been received.

Respectfully submitted,

R. C. MCGINN, *President.*

CALVERT COUNTY.

Prince Frederick, Calvert County, August, 1866.

TO REV. L. VAN BOKKELEN, LL. D.,

State Superintendent Public Instruction.

Sir:

I have the pleasure of presenting herewith my first Annual Report of the condition of the Schools under my charge, and the operations of the Board of School Commissioners of Calvert County, during the year ending July 31st, 1866; but before doing so, allow me to offer a brief historical sketch of the several School systems that have preceded our own, and the legislative efforts hitherto made for the advancement of the cause of the public education in our County. Such a review of the past, cannot be wholly unprofitable to those who, like ourselves, are entering on a new, and comparatively untried, educational era. It becomes us, as wise mariners, to take our bearings, that having learned our point of departure, we may be the better able to estimate our future progress; besides, a just regard for those who have preceded us, demands a recognition of labors, whose fruit we now enjoy; and I shall feel well rewarded for my toil amid the 'dusty records of the past' if my humble pen shall have rescued their names from the forgetfulness of the present generation.

HISTORICAL SKETCH OF SCHOOLS IN CALVERT COUNTY, FROM THE EARLIEST PERIOD TO 1865.

The annals of our schools naturally divide themselves into three periods, each characterized by its peculiar schools; the first being that of Free Schools, and extending from 1725 to 1778; the second, that of Academies, from 1778 to 1854; and the third period, that of Primary Schools, from 1854 to 1865.

FIRST PERIOD.

Though the wisdom of our forefathers prompted them to make early statutory provision for securing the blessings of

education to the children of the State, as evinced by the legislation of 1694, '96 and 1704, it was not till 1725—ninety-two years after the landing of the Pilgrims at St. Mary's, and seventy-one after the erection of our County—that we realized the benefits of their efforts. Under the act of 1723 'for the encouragement of learning and erecting Schools in the several Counties of this Province,' a 'Public Free School' was established near where the County Seat now stands. * It was incorporated under the charge of seven 'Visitors,' † whose names still represent some of our most influential citizens; thus indicating the solicitude felt by the Legislature for its success. How far it realized the hopes of its founders, we have, unfortunately, no means of knowing ('Troja fuit, is nearly all the Records announce.) It was, through the liberality of Geo. Plater, of Annapolis, endowed with one hundred and eighty acres of land, ‡ from the cultivation of which, the 'Master'—who was to be a 'member of the Church of England, of pious and exemplary life and conversation, and capable of teaching well the grammar, good writing and the mathematics'—derived his chief support. Whom they found to fulfil these requirements; who ministered at this primitive Temple of Science,—it were idle now to inquire; though as Rev. J. Cay and Wm. Hunter are entitled 'Masters' in the Records, we may indulge the conjecture that both in their day ruled 'lords dominant' in this Pioneer School, which for fifty-two years held undivided sway in our County. But a rival at length appeared. In 1775, Dr. Jno. H. Smith donated a lot of ground near Lower Marlboro' to certain individuals, § for the use of a 'Public School', 'to be thereon erected,' a duty which they appear to have promptly executed, as three years later (1778) the Trustees represented to the Legislature, "that they had at their own expense erected a seminary of learning, near Lower Marlboro', which for *several years past*, had secured a sufficient number of students to enable a gentleman of ability to take charge thereof;" and being desirous of enlarging its plan, they petition to be authorized to sell

* This same year (1725) an act was passed for the removal of the County seat from Battle Creek to its present site, which was then known as 'Williams' Old Fields.'—Vide Kitty's Laws. Md. 1725. ch. xi.

† "Rev. Jonathan Cay, Jno. Rousby, Esq., Col. Jno. Mackall, Col. Jno. Smith, Mr. Jas. Feigh, Mr. Walter Smith of St. Leonard's Creek, and Mr. Benj. Mackall.—vide. idem. 1723. ch. xix.

‡ This land is described as "lying in Calvert County, east of the Patuxent River, west of the Chesapeake Bay, in the head branches of Parker's Creek." and derived from the donor's Father, 'Geo. Plater, also of Calvert Co.' who had purchased it from Wm. Williams in 1704.—Vid. Land Rec. June 3, 1725. The words *East* of the Patuxent River, imply, as was the fact, that Calvert Co. at one time extended *West* of the P. River. Query: was this Geo. Plater (the donor) father to the Governor of that name in 1791?

§ Dr. Ed. Johnson, Ed. Gantt, Ed. Reynolds, Pat. Sim Smith, and Thos. J. Claggett. Vid. Land Rec. Calvert Co. Lib. 1775. The *Thos. J. Claggett* here named, was afterwards (1792) Epis. Bishop of Md.

the Free School buildings and lands, and devote the proceeds to their own school; giving as an additional reason for the sale, 'that the Free school did not afford sufficient support for a master, and that its situation made it difficult to procure board for youth. This petition was granted;—the more readily perhaps, from the influence of Thos. Johnson, then Governor, who was the fellow-countryman of the petitioners—the lower Marlboro' school incorporated, and the following year (1779), the Free School lands and buildings disposed of, to Wm. Hunter, 'its late master and register,' for the sum of £1972,* to be applied to the use of this, our second Public School, which was to be thenceforth known as 'The Lower Marlboro' Academy.'

SECOND PERIOD.

During this period, which extends from 1779—1854—our County possessed, beside that of Lower Marlboro,' four additional Academies—viz: Prince Frederick, incorporated in 1833; Battle Creek, in 1835; Island Creek, 1836—and Plum Point, 1845. What degree of efficiency they attained, it would be difficult to determine, but according to the best information accessible, it would seem that the course of instruction varied with the demands of the Trustees, and the acquirements of the teacher engaged. Generally speaking, it was confined to the elementary branches of English, though at one period, I learn that an assistant teacher of the classic found employment in the Lower Marlboro' Academy. This evidence of liberal patronage and literary pretensions might be explained perhaps, by the fact, that this school was, at this time, in the sole enjoyment of the Academie fund of the County. This fund, amounting to \$800 annually, I would remark *en passant*, underwent singular transitions. In 1798, the very year that gave birth to the Lower Marlboro' Academy, it was assigned by the Legislature, to the use of Charlotte Hall Seminary, for the benefit of which school, Prince George, St Mary's and Charles Counties, had previously made the same disposition of their Academic funds—and in return, Calvert was allowed the joint management of that time-honored Institution; in 1817 it was withdrawn from Charlotte Hall, and assigned to the use of the Commissioners of the Free School Fund of our County, to be distributed in common with the latter fund for the education of indigent children, for whose benefit it was annually applied till 1821, when, by

* The Commissioners effecting the sale, were, as appears by a deed bearing date 1779, Chas. Grahame, Wm. Fitzhugh and Thos. Chew.—(Vide Lib. S. S. fol. 198. Land Rec. Cal. Co.) The sum obtained was more than the same tract would bring now, and this might have been due to improvements on them. Tradition indeed tells us of a Grist and a Fulling Mill; no trace of which now exists, except an embankment, still known as 'Hunter's mill-dam.'

an act of that year, it was for the first time appropriated to its legitimate use as a donation to Lower Marlboro' Academy. Each of the other Academies mentioned, received as they were successively established, a share of this donation, until by repeated divisions and subdivisions, a sum, that was originally barely sufficient to maintain *one* reputable school, was, by its dilution, rendered comparatively useless to *any*. During the period under consideration, these five Academies constituted down to the establishment of the Free School Fund in 1816, our only public schools—system there was none: We were in a transition state as regards Education. From the year last named, the Academies began to lose their distinctive character, and either from their inefficiency, or the increasing necessities of the people, numerous *private* schools erected by individual, or neighborhood enterprise, were springing up to compete with them for a share of public patronage. Under the acts of 1816, '21 and '27, nine Commissioners were annually appointed by the Legislature, for the distribution of the Free School Fund in our County, at the rate of \$10 per capita, per annum, for the education of each 'indigent' scholar, who might, at the discretion of the Commissioner, be assigned to any school, public, or private; most of the so-called private schools were largely dependent on the Free School Fund for their support. The only further change affecting our schools during the remainder of this *medieval* period, was, that by the act of 1837, the Orphans' Court was made the custodian of the Free School Fund, and given the power, in lieu of the Legislature, of appointing the Commissioners for its distribution; a change of doubtful utility, as it did not prevent a very loose administration of the funds. The teacher's account for the attendance and tuition of 'charity scholars,' as they were styled, had, before payment by the Orphans' Court, to be endorsed by a commissioner, and attested by the claimant; yet even these precautions were not always sufficient to insure its correctness, in evidence of which, many of these accounts now in my possession, show an attendance of the *same* children credited to *two* different schools at the same time; such errors might readily escape the notice of the Orphans' Court—engrossed as it generally was at the time of auditing these accounts with its ordinary legal duties.

THIRD PERIOD.

We have now reached a period when the fragmentary elements. ('rari nantes in gurgite vasto,') that had been accumulating for more than seventy-five years, were to be given shape and be embodied into some degree of system. In 1854 an act was passed "for the establishment of Primary Schools in Calvert County, and the consolidation of its Primary and

Academy Funds."* It provided for the districting of the County; the examinations and qualification of teachers; the election of Trustees for the employment of the teachers, and the general management and supervision of the schools; they were also empowered to levy Tuition Fees—if they deemed necessary. The teacher was required to keep a diary of the attendance of pupils, upon the presentation of which to the Orphans' Court, (who were still left custodians of the school funds) endorsed by the Trustees, to the effect that the 'diary was correct, and that the school had been in operation under the charge of a duly qualified teacher, for the previous six months; the school was entitled to draw its annual donation of \$200—or, if the attendance was large,—of \$300, such is a meagre outline of a law under which the chaotic condition of our schools was reduced to some degree of uniformity and order. This system was in 1860, superseded by one establishing 'Free Schools,'† and recognizing the principle, since adopted by the State, and engrafted on our own, that "*the privileges of the schools are alike the property of all the citizens, and that the property of all is equally bound for their support*;" in accordance with which it abolished Tuition Fees, and resorted—when the State funds failed—to general County taxation. These were its distinctive features; in minor details it resembled its predecessor,—a resemblance rendered still closer by the subsequent amendment of 1862,‡—which, by requiring the exaction of Tuition Fees, and abolishing the power of general taxation, remanded the Schools to the system of 1854. Both systems (1854 and 1860,) were, it is but just to say, far in advance of all that had preceded them, and either, notwithstanding their theoretical difference, might, in the hands of agents as intelligent and zealous as their framers, have secured for our schools a higher degree of efficiency than they actually attained—a failure fairly attributable to defects for which no mere *statutory* provisions can provide an adequate remedy, viz: the indifference, or incompetence of those to whom the immediate supervision of the Schools was too often entrusted. Nevertheless the originators of both systems have the proud consciousness of having 'done the State some service in laying the foundations of our educational edifice so broad and deep, that after-builders may modify, but cannot wholly efface the impress of their labors. To have done *this* is enough to satisfy the most ambitious, for '*quid munus Republicæ majus, meliusve offerre possumus, quam si juvenum docemus, et bene erudimus?*'

Having thus endeavored to trace the rise and progress of our schools, from the earliest period, to the adoption of the

* Commonly called from its originator (Jas. A. Bond, Esq.,) 'Bond's Law'

† Called from its framer (James T. Briscoe, Esq.,) 'Briscoe's Law'

‡ Amended by B. D. Bond, Esq.

present system, it remains for me to detail the operations of the Board, and the condition of the Public Schools for the past year. From the multiplicity of events and duties that claimed our attention during the year just closed, it is a matter of some difficulty to select those best fitted for presentation, in my Report. Perhaps, however, an intelligent view of our labors, and the working of the Schools, may be obtained from a consideration of the following topics, viz: 1st, Districting the County; 2d, School Lots, Furniture and Houses; 3d, Examination of Teachers; 4th, Visiting and Examination of Schools; 5th, Text-books and Stationery; 6th, Teachers' Association; and 7th, Finances.

DISTRICTING THE COUNTY.

As this was considered a matter of primary importance, it engaged the early attention of the Board. At its second meeting, a Committee, consisting of Robert W. Yoe, Commissioner, the Secretary and myself, was appointed to examine into the limits of the existing School Districts, and report what changes (if any,) were necessary. We were required, "after furnishing ourselves with such copies of the Returns of former Commissioners as could be procured, to visit, in person, the several School Districts; familiarize ourselves with their natural features; ascertain, as nearly as possible, the population; examine into the condition and location of the houses, and obtain such other information as might be necessary to enable the Board to form an intelligent opinion on the subject." The Committee performed the duty faithfully, though one of no little labor, involving as it did, a travel of some two hundred miles, and occupying their attention, with one short exception, from the 4th of August to the 8th of September, following. Their Report is before me, in which they state 'that the existing division (made under the provision of the Act of 1854,) was effected by the division of each *Election* District, *separately*. The result was, that while some degree of uniformity in territory and population was attained in laying off the more *central* School Districts, those formed along the *border* of the Election Districts—having to conform to this boundary—were often so irregular in size and shape, that it was impracticable to so locate a house in their limits, as to be accessible to the majority of the residents. The changes subsequently made by the several Boards of School Commissioners, to remedy this defect in the original divisions, only rendered the matter worse; for though affording some temporary relief, yet as each alteration had to be made by encroaching, more or less, upon adjoining Districts, it served but to increase the want of uniformity, until—at the date of the Report—the areas of the several School Districts varied from three to ten square

miles ; the number of families in each, from nineteen to fifty-eight, and the number of children, from fifty to one hundred and sixty-five ! The obvious, and indeed, only remedy for this state of things, was to *re-district* the County as a *whole*, without regard to election or other artificial lines." This Report was adopted, and the Committee instructed "to procure a map of the County, and have it laid off into School Districts of not more than three miles square, and as nearly rectangular as the configuration of the County, and a due regard to the convenience and equalization of the population, would permit." This was readily done by aid of a map of the County, obtained from Mr. S. J. Martenut, the enterprising publisher of our State map, to whose general accuracy as a surveyor, as well as that of his assistant, Mr. J. D. Rhodes, our own map bears ample and daily testimony. Plats of each School District, drawn by the Secretary of the Board, accompanied with a description of the metes and bounds of each ; together with a notice requiring "all objections to the proposed division, to be made in writing to the Board, on or before two months from the date of notice" were posted up in each District. At the expiration of the period named, no valid objections having been offered, the proposed division was confirmed by the Board. Under this division—which it is hoped, will obviate the necessity of future changes—our County embraces *three* Commissioner and twenty-five School Districts ; the first Commissioner District containing eight School Districts ; the second Commissioner District, nine School Districts, and the third, or most northerly, eight School Districts ; and each School District having an area of about nine square miles ; thus bringing every child—where the houses are centrally located, as the Board designs—within easy distance of a school. All but five of the newly formed Districts are supplied with houses ; those yet vacant will be furnished as fast as our means, and the increase of population, justify it. Until this is accomplished, each child is allowed to attend the school nearest its own residence.

SCHOOL LOTS, FURNITURE AND HOUSE LOTS.

We were subjected to no inconsiderable consumption of time and money, in investigating and perfecting titles to school sites, upon which houses had been erected at public expense, but for which no title, or at best, an imperfect one, had been secured. We have, however, the satisfaction to state that all the Public School Property is now properly vested in the Board.

FURNITURE.

The Board at one time contemplated the introduction of improved desks into all the schools, but on examination, found

but one house, the size and condition of which, justified it. In the remainder, it would have been a waste of space and money, as the houses were either too small to admit sufficient desks to accommodate the children attending, or too dilapidated to preserve the furniture from injury. The only course left us for the present, was to put the primitive furniture we found, in as good condition as possible; and this was done. Black-boards—those indispensable auxiliaries to intelligent teaching—are being supplied as rapidly as possible, to all the schools. In evidence of zeal in procuring illustrative apparatus, I would mention that Schools No. 3, first Commissioner District; No. 5, second Commissioner District, and No. 4, in the third Commissioner District, have furnished themselves, by voluntary subscription, with Pierce's Magnetic Globe. We hope to see other schools following this commendable example. It is the intention of the Board to furnish each school with a State map, and a set of outline maps as soon as they can be procured.

SCHOOL HOUSES.

The objectionable condition of our buildings has been a subject of frequent and earnest solicitude to the Board. With the utmost willingness to pursue your judicious advice "to give all possible attention, and secure all attainable means to building the Teacher's Workshop," we had reason to fear that the resources at our command were wholly inadequate for the purpose. To attempt it, in our circumstances, seemed but a repetition of the Egyptian task of 'making bricks without straw.' To invoke the aid of voluntary subscription from the people, or to look to that 'improved public taste,' so confidently predicted at our last State Convention of Commissioners, was equally hopeless. Alas! "since the Fathers fell asleep, all things continue as they were:" in evidence of which, we could point to more than one unsightly structure which had cumbered the ground for years, and for aught we could see, would continue to do so, while wind and weather permitted. Though I ought, perhaps, to add in extenuation of the unmitigated ugliness of one of these so-called school houses, that it was not *born* such, but from a *barn*, 'grewed up,' topsy-like, to its present use. After a careful estimate of our means, we determined on repairing the old houses as fully as their condition and value justified, and erect two new houses, urgently needed. This was all we dare attempt, and more than we would have attempted, had we been assured of the failure of the County Commissioners to lend us the pecuniary aid we had a right to expect. Nevertheless, we have the gratification of knowing that something has been done towards placing the system on a firm footing. During the vacation, the old houses were, more or less,

thoroughly repaired, and two new ones erected. These latter buildings are of the best materials and finish, and built in conformity to Plan No. 1, furnished by the State Board, except in some unimportant particulars; the end window was dispensed with, to obtain more black-board surface; one of the front doors to main room was omitted, and the teacher's platform removed to the rear end of same room. The size of main room is 24x24; of the vestibule 8x15. Before building, the Board advertised both in the City and our County for proposals. The lowest bid received for either house, was \$1,530, which was rejected in the hope that by employing the workmen, and purchasing the materials ourselves, some saving might be effected. Notwithstanding the utmost economy used, the expense was much larger than we anticipated; owing, not only to the high price of lumber, but to the fact that nothing was contributed, either in frame, hauling, or labor, towards lessening our expenditure. Everything, from the lot to the belfry had to be *purchased*. However, they are completed and furnished with improved desks, and the people may congratulate themselves on having procured, through the liberality of the State, two school houses, that for size and appearance, will bear a favorable comparison, with any others, of like plan, in Maryland. One of these houses is so located as to be accessible to the children of *three* adjoining Districts; thus relieving us of the cost of maintaining two additional schools, and in time, will more than compensate us for the expense incurred. The other new building supplies the place of a school house destroyed by fire. For the expenditure for buildings and repairs, I refer you to the Treasurer's Report.

EXAMINATION OF TEACHERS.

On the 8th August, 1865, applicants for schools were notified to file with the Board, such testimonials of character, capacity and loyalty as they might possess. On the evidence thus afforded, permits were granted for 60 days, at the expiration of which the holders were required to appear for examination. The interval was employed in ascertaining, by visits to the schools, the practical ability of the teachers, and in preparing some suitable mode of conducting the examination. For this purpose a tolerably comprehensive series of questions on the elementary branches was compiled, sufficiently full and varied to permit of a different selection for each examinee. The examination was conducted in writing, and the record, after being carefully examined, filed with the Board. Sixty-six per cent. was the minimum standard required for qualification in either grade.

The first examination was held in October, 1865; the last, in July, '66; the majority in January. Omitting the rejected

candidates, 25 certificates of qualification have been issued, 22 of which were second, and 3 first grade, to 16 men and 9 women. The average age of all candidates was $30\frac{1}{12}$ years; their average experience $6\frac{2}{12}$ years. Ten of the whole number were married. The average number of questions given each candidate in all branches, was 80; the average per cent. made, 82; a result of which they may feel justly proud. Indeed, I do not hesitate to say, that our corps of teachers need not fear comparison with the same number of similar grade anywhere.

VISITING AND EXAMINATION OF SCHOOLS.

All the schools were examined during the course of the year; those of the second district, quarterly; those of the other districts, as often as time permitted. Besides which, several of the gentlemen acting as 'Visitors' in my district,* held examinations in their respective schools, when other duties forbid my attendance, and reported the result to the Board; for which I here tender them my thanks. Towards the close of the year, I visited all the schools throughout the county, and personally examined each of the pupils—numbering over 500—in attendance at the time of my call; noting the standing and proficiency of each pupil, and the general condition of the school. The information derived from this examination, and from the annual reports of the teachers, has been embodied in the exhibit marked B herewith annexed, which will perhaps furnish a more correct general view of our schools, than any mere verbal description.

While the schools show a decided improvement on the past, in the faithfulness and zeal of the teachers, and, as a natural consequence, a better attendance and greater studiousness of their pupils, yet I was pained to observe that the classification of the scholars and mode of instruction were still very imperfect. The former indeed seemed as often guided by the *size* and *age* of the pupil, as by his capacity and scholarship. Some excuse for this might, however, be found in the want of familiarity on the part of the teachers, with the text books lately introduced, and their consequent inability, till aided by further experience, to adapt the selection to the individual capacity of the child. Be the explanation what it may, the error in question demands prompt correction; and I have accordingly introduced into all the schools, until something better offers, the system of classification exhibited in the statement herewith annexed. It embraces, as you will perceive, a Primary Department and a Grammar Department; the former divided into

* The gentlemen referred to, were Drs. Duke, Dorsey and Sedwick, and Jno. T. Bond, Esq.

four grades, the latter into two. The grades in each department may be subdivided into as many classes as the relative capacity of the scholars requires. The examinations for transfer to a higher *grade* are to be held at the close of each term by the Commissioner, or teacher, and the result embodied in the term report of the teacher, by placing a plus (+) mark opposite the names of those pupils meeting the standard of proficiency required, and a minus mark (—) if they fail: the examination for *class* transfer to be held, if practicable, at the beginning of each month by the visitor, or teacher, and the result reported to the Board by the former.

For further details of the grading adopted, I again respectfully refer you to the statement annexed.

I hope, if my imperfect attempt have no other value, it may, at least, be the means of inducing you to give us the benefit of your experience in this important matter, and to devise for us some well digested system of classification, adapted to the wants of our schools. I am satisfied its enforcement would add greatly to their efficiency, and that the examinations and transfers would prove a powerful incentive to the industry of the pupils, besides affording reliable data for estimating the relative merit of the schools.

In regard to the mode of instruction pursued in our schools, there is, I regret to say, still too great an adherence to the antiquated and condemned '*Rote*' system, by which the mind of the pupil is crammed, not cultivated, the faculties dwarfed, not developed, words substituted for ideas, and a perfect recitation is thought to consist in being able to repeat, Parrot-like, the language of the Text book, regardless of its meaning.

This is *machine* teaching, and *machine* learning, and if an education could be thus obtained, Yankee ingenuity would long since have invented *Automata*, to do the work quite as well, and much more cheaply. No text book can, or if well composed, will supply the place of the living instructor. At best it can but furnish, as its name implies, the *texts* upon which the oral instruction is based. The teacher must simplify, illustrate, explain, until satisfied that he has in some degree *bridged* the chasm between the mind of the pupil and the dry letter of the book, and adapted the mental aliment to the digestive power of the child.

A recitation *not comprehended*, is a *failure*, however flipantly the *words* of the lesson may be repeated; a truth so obvious, that nothing but the force of habit can account for the retention of a system in our schools, against which the united judgment of the best educators has long since uttered its fiat of unqualified condemnation. But the zeal and intelligence of our present teachers, give every assurance of the needed reformation, and that ere long, instead of aiming to cultivate *verbal memory* merely, which is sufficiently, though

rightfully taxed with the recollection of rules and definitions, they will adopt a more intellectual system, one which seeks the symmetrical development of all the faculties, and by constant appeals to the perception and reason, *teaches the child to teach himself*.

With better *organization* and *modes of instruction* not only adopted, but *enforced* in all the schools with perfect *uniformity*, a uniformity not to be secured by similarity of *Text books* only, we may then, but not till then, realize the full benefits which the present system, *as such*, is designed to bestow.

It affords me pleasure to state, that the attendance on the schools, notwithstanding many were unorganized till near the close of September, has been larger during the past year than ever before. The total number of different pupils in 1861-2 (the highest recorded attendance hitherto) was 528; the average number of scholars, 344; whereas the number of different scholars was for last year, 690; the average number 466. There is every reason to believe it will be much larger during the ensuing year.

TEXT BOOKS AND STATIONERY.

In reply to your Circular of December last, I remarked that the Board in determining the price at which books should be sold, used the margin allowed them by the publishers as liberally as possible, short of the retail price, and added, that our reason for doing so was not merely to cover the cost of stationery, but to anticipate to some extent the advance in price which, we have reason to expect, the publishers would make after the introduction of the books.

This expectation has proved correct, but by the course pursued, we are saved the necessity of making any material alteration in our prices, and thus fighting over again the '*Battle of the Books*.' Most of our schools have been fully supplied, and at the moderate average cost to each enrolled pupil of 83 cents for text books, and of 18 cents for stationery. For further details on this head, I refer you to Treasurer's Report, and his statements annexed to his Account Current.

TEACHERS' ASSOCIATION.

This important auxiliary to our system has been in full and successful operation for some time; and as the *first* ever instituted in the county, deserves a passing notice. The Constitution adopted, was modeled after that of Baltimore County (a copy of which was kindly furnished us by the Secretary of the State Board) to which however some features were added of practical value. Beside the County Association, a Branch Association was organized in each Commissioner District, to be governed by a Vice President, and to hold its

meetings, during the interval of those of the regular County Association, at some school house in the district, taking the schools in the order of their numbers.

At these district meetings, a strict adherence to parliamentary forms, except in regard to decorum is not required; they are to be more of a conversational character. A temporary Secretary is however appointed by the chair, whose duty it is to report to the County Association anything of general interest that occurs.

If the method of teaching any special branch is under discussion, the teacher at whose school the meeting convenes, is expected to exemplify his own mode by the recitation of his class. These district meetings, thus conducted, must, I think, commend themselves for their practical utility, to general adoption.

The County Association has projected a Library of reference and professional reading, which already numbers forty volumes. A Magnetic Globe has also been secured, to which they intend, as their means permit, to add other illustrative apparatus. The members generally have subscribed to the 'Amer. Ed. Monthly,' whose columns they have already employed for the publication of some of their contributions.

The attendance on the Association has been good, and the increasing interest manifested by the members in its proceedings, encourages the belief, that it will prove not only highly beneficial to the teachers themselves, by sustaining their 'esprit de corps,' and perfecting them in their art; but, by bringing parents and others within the circle of its influence, greatly aid in disarming public prejudices, and in popularizing the system. While on this topic, I would remark that many of our teachers would gladly avail themselves of the benefits of the State Normal School, during the *vacation* of their own schools, but as the vacations *coincide*, it is of course impracticable. Could not the sessions of the former be altered as to time, to afford them an opportunity of attending?

FINANCES.

In my Report of December last, I stated, as you recollect, in reference to our income, "that it was barely sufficient to cover current expenses, and without an increase of funds, we could not hope to erect such houses as were needed;—that to meet the deficiency, our chief resource was the collection of a debt due us by the County for money borrowed by the latter from the School Fund in 1845;—that to adjust this claim, and avoid the expense of litigation, we had entered into a written agreement (August, 1865) with the County Commissioners, to submit the matter in controversy to arbitration, which had resulted in an award in our favor of \$4398 58 for *arrearages of interest*, due us to 1st June, 1865." The pri-

capital of the debt (\$12,000) had never been in dispute. Although a new Commissioners' Court was elected in November, '65, we felt confident they would not fail to carry out the obligations assumed by their predecessors, in regard to a claim so palpably just, and we made our arrangements accordingly. What was our surprise to learn subsequently, that an attempt was being made to induce the Court to repudiate the entire claim! To counteract this, if possible, we issued an address to the people (a copy of which is appended) setting forth the facts in the case, urging upon them to give some public expression to their disapprobation of the threatened repudiation of the debt, and to petition the Court to levy such portion of it as the necessity of the schools required. Owing to the apathy of some, and opposition of others, the response to our appeal, was not such as the importance of the interests at stake, demanded. Some hundred signatures, representing little more than \$300,000 of the property of the County, were obtained: but had the petitions been much more numerously signed, we doubt their influences on the minds of the Court, who—while admitting themselves to be friends of the schools—had nevertheless, through the aid of counsels 'learned in the law,' reached the conclusion, that they had no legal authority to levy any portion of the debt claimed. We were accordingly obliged to seek redress in the Courts; but in the interim, the action of the County Commissioners left us no alternative, but to close the schools on the children of the County, or borrow sufficient to meet the deficiency thus created. We chose the latter, as the lesser evil and have thus been enabled to continue the schools throughout the year; though, of course, the repayment of the loan, which falls due in October next, will produce a corresponding deficiency in our available resources for another year. The necessity of this loan, will be apparent on an examination of the Treasurer's Report annexed. As there stated, our total gross receipts from all sources, to July 31st, 1866, were.....\$16,761 58

From which deduct loan, and State installment
pledged to its payment..... 4,054 70

which leaves as our total available resources. 12,706 88
From which deduct

Cost of instruction.....\$8,789 91
Indebtedness of late Board.. 2,277 49
Districting County & Maps. 275 00
—————\$11,342 40

leaving the meagre sum of..... 1,364 48
with which to meet the expense of repairing seventeen old houses; erecting two new ones; purchasing school lots and furniture, and all other contingencies. Notwithstanding our

pecuniary difficulties however, and the numerous expenses necessarily attendant upon the introduction of a new system, it is a just source of congratulation to its friends to know, that we have been able to complete and furnish two new school houses on the most approved plan; repair the old; pay off the indebtedness of the late Board, and all liens existing against school property; afford more liberal salaries to the teachers; keep the schools open the entire year, and educate at a cost of \$8 40 less per head than under the last year of the late system, 36 per cent. more children than were ever educated heretofore in any one year, under any Public School System in force in our County. The evidence of this will be seen by a comparison of the following figures:

Average salary of teachers during '63, old system,					\$301 36
"	"	"	"	"	'64, " " 306 03
"	"	"	"	"	'65 to June 30th, old system..... 317 92
"	"	"	"	"	'66 to June 30th, new system..... 331 03*

It ought to be remembered that one-fourth of the salaries paid under the late system, was settled by Tuition Fees, which were, unfortunately for the teachers, not always collectable. Cost of instruction under the late system for year ending June 30th, 1865, (excluding Books and Stationery which were not furnished by the Board) was \$7121 54; the number of full pupils educated, 280, at a cost per head of \$25 43

Cost of instruction (including Commissioners', Treasurers', and Teachers' salaries; general and school incidentals, and ordinary repairs, and excluding Books and Stationery) was for year ending June 30th, 1866, \$7938 06; the number of full pupils educated, 466, at a cost per head of \$17 03

a difference, as before stated, in favor of the present system of \$8 40 on each pupil. If we include, as the cost of instruction, teachers' salaries and incidentals only, (the basis adopted by the State Board) the comparison will be still more favorable. On this basis, the cost of Instruction has been but \$6253.46, making the average cost of each full pupil \$13.41; a difference in our favor of \$12.02, for the annual cost of each full pupil. The cost per annum of each different pupil has been but \$9.06.

* Since the Winter term, the Board has increased the salaries of teachers. \$75 is the minimum for 2d and \$90 for 1st Grade Certif. per Qu. for the first 15, and the sliding scale of \$2 for each of the next 10; \$1 50 for each of the next 10, and \$1 per cap. for all above 35 per term. We will increase these rates as soon as our means permit.

CONCLUSION.

I have now given, in as brief a manner as the attempt allowed, a connected, and, I hope, intelligible view of the rise, progress and present state of our Schools. In reviewing the results of the past year, I think we are entitled to claim for the New System, *decided improvement*, if not complete success. I read it in the greater zeal, competence and faithfulness of the teachers; in the greater interest and industry of the pupils, and last, but not least, in the increased and increasing patronage of the Schools. It is evidently taking root in the affections of the people, and we are beginning to realize the truth of my prediction of December last, 'that with a better comprehension of the law, and the practical exemplification of its benefits, our noble educational system will win its way to public favor, and our people rise to the full measure of their duty in sustaining it.'

Before closing, permit me to acknowledge my obligation to my colleagues, for their ready and efficient aid they have always rendered me in the discharge of my official duties; and in their name and my own, to thank the teachers generally, for their cordial co-operation with the Board, in all measures calculated to advance the interests of the Schools.

All of which is respectfully submitted.

JNO. R. QUINAN,
President B. S. Commissioners, Calvert Co.

 CARROLL COUNTY.

Uniontown, Carroll Co., Md.

DR. L. VAN BOKKELEN,
State Superintendent of Public Instruction.

Sir:

The Public School System is working its way but slowly into popular favor in this County, not that the people generally are so much opposed to the system itself, as to the manner in which we are compelled to conduct it. Quite a number of our people it is true are decidedly opposed to the entire system of taxation for school purposes, yet I believe that a respectable majority would be found willing to sustain it. But there are other causes which are operating very seriously to prevent the complete success of this excellent system of Public Instruction, in Carroll County. The great difficulty against which we have to contend, and which produces so much embarrassment in conducting our schools, is the want of competent teachers; some of the schools cannot be supplied, while others are indifferently taught. This deficiency in the supply of teachers is not occasioned by insuffi-

cient salary, for our salaries are liberal. We pay from eighty to one hundred and twenty-five dollars per term. But it is attributable chiefly to the fact that we can keep our schools open but two terms in the year, while our sister counties continue theirs three or four terms. Our best teachers therefore go where they can find more constant employment. We cannot hope to remedy this difficulty, until by some means we can continue our schools a longer period.

The reasons that we cannot keep our schools open longer than two terms will appear by a single glance at my report.

When the present Board first took charge of the schools of the County, we had in Bank, \$4,493,78, this with the amount of Public School tax received from the State and the interest of our County fund, gave us the sum of \$22,115,95, to operate our schools for the last year.

We had 92 schools in operation for two terms at an expense of \$17,396,49, and this with the amount invested in books on hand, the amount paid for salary of Clerk and other necessary expenses, and \$2,206,77 left in Bank at the close of the last scholastic year makes the amount we received. It is therefore very evident that without a considerable increase of receipts we cannot continue the schools longer than two terms in one year.

As stated in my last annual report the majority of our school houses are unfit for the purpose for which they are used. To remedy this in a measure the Board have agreed to appropriate one half the amount required, to those school districts in which the citizens will contribute the other half and build a house according to the plan laid down. This arrangement I hope will give us a few good school houses during another year.

In short to make the system a success in our County and to enable it to accomplish all of which it is capable, we must have *more funds*.

Respectfully submitted,

J. H. CHRIST,
*President of Board of School Commissioners
of Carroll County.*

CHARLES COUNTY.

Port Tobacco, December, 1866

REV. I. VAN BOKKELEN, LL. D.,

State Superintendent Public Instruction.

Sir:

Since my last Fall report, the Public Schools of Charles County, now numbering thirty-five, have been in successful

operation, except during the Summer term, when the School fund was withheld and used for repairing and furnishing school houses. At the same time more than one-half the school houses were used for private schools, with the approval of the Commissioners of the District in which the schools were located. The result is that the school houses generally are in good condition. Some few, however, still need repairs and furniture.

The Teachers generally come up to the standard the law requires, and are energetic and faithful in the discharge of their duties. Their salaries depend upon the number and average attendance of pupils; the minimum salary being three hundred dollars per annum. There is more interest manifested on the part of Teachers and pupils than I have ever known in our county.

Among the public generally, and especially among those who have children to be educated, I think the opposition to the present school law is subsiding. It commends itself to the approval of those who have thoroughly and impartially investigated the subject.

Since my last report we have built three new school houses, repaired twenty-three and furnished nine. The number of pupils, during the last Fall term, is one hundred and ninety more than the Fall term of last year.

WM. R. WILMER,

President of Board School Commissioners, Charles Co.

CAROLINE COUNTY.

Denton, November, 1866.

To the State Superintendent of Public Instruction,

Sir :

I have the honor to report as follows :

The first year of our schools has to some extent demonstrated the working of the uniform system of Public Instruction in the State of Maryland; under many disadvantages that system has proved to be of great practical benefit to Caroline County. There has been a decided improvement in the mode of teaching, and governing of schools. Teachers have manifested a greater interest in the work, and pupils have attended with more punctuality; but both teachers and pupils have suffered loss from not being provided with suitable school houses and furniture. We have not the means for making either comfortable during school hours. We earnestly hope that the present Legislature will provide the means by which this difficulty may be removed. There are not more than five comfortable school houses in the Coun-

ty, and two of those have been built by the liberality of a few citizens. One at Preston with two rooms sufficiently large for the accommodation of sixty scholars each, with neat and substantial Iron framed desks with folding seats. The building was constructed according to the plan provided by the State Board of Education, and reflects great credit upon the very enterprising gentlemen who have manifested so much zeal in the cause of Education. A young man has taken the responsibility of building a comfortable school house and has now in active operation a good school. Thus the work of Education is progressing. I have consulted influential gentlemen of both political parties from the different districts in the County, who have expressed their approbation of the present Public School law. Those gentlemen I regard as representatives of the sentiments of the people. Some modification of the law will doubtless be required, and will be submitted to the General Assembly during their present session.

We have no High School in Caroline County, nor do we think it would be expedient to attempt the establishing of one at this time. To meet the demands of the advanced pupils, we have located in each Commissioner district a graded school, to which are admitted from every part of the district those who measure up to the standard required by the County Board. In those schools are taught the higher branches, approximating the High school studies. To meet the additional expenses of said schools, we have divided the academic fund between the several schools of this class. These advanced schools are located at Greensboro', Denton, Preston and Federalsburg. Our teachers have organized associations which meet monthly, and are attended with much interest. The first and second district association was organized more than a year ago; the third and fourth districts have organized their teachers' association recently.

We have discovered "in the hands of former Trustees" of the first Commissioner district, some three hundred dollars in money loaned out on security; we desire the appropriation of this money to the building of school houses in the districts where it properly belongs.

To make the public school system more efficient in Caroline County, we need:

1st. Some general plan by which to secure funds for building and furnishing school houses. To meet this object the citizens of the several districts are willing to be taxed "by special taxation" to raise the amount necessary to build a suitable house and furnish the same, each district for its self.

2nd. The people are not satisfied with six hours tuition daily, and ten months per annum. To meet this objection we would recommend two daily sessions of four hours each dur-

ing the Spring, Summer and Fall terms; the Winter term to remain as it now is; and the dividing of eleven months into four equal school terms. The holidays to remain as they now stand provided for, and the month of August to be set apart for vacation.

The statistics in our Annual Report show that we have kept open the schools the four terms without any County levy, "except eleven hundred dollars to pay school Commissioners," with a decided improvement over any former system in this County, and with less outlay per pupil except for books, which has been somewhat greater, but not in proportion to value received. Give to our schools the means for building good houses, and under the judicious supervision of the State and County Boards, the second year under the State school system, will be crowned with such results as to give satisfaction to every unprejudiced mind that it is a wise and judicious law.

M. A. BOOTH,
President Board of School Commissioners.

CECIL COUNTY.

*Board of School Commissioners of Cecil Co.,
December, 1866.*

REV. L. VAN BOKKELLEN,
State Superintendent of Public Instruction.
Dear Sir:

Having transmitted to you on the 15th of October last, a report of the Public Schools of this county according to the forms supplied to me from your office, and having this day transmitted a special report of the High School Academy and private schools in the county, upon the blanks furnished for that purpose, I proceed to submit a more general report of such matters concerning the Public Schools of Cecil County and the cause of Public Instruction, as from their character and importance seem to require such notice. And first with regard to the three topics suggested in your circular No. 6, dated September 24, 1866:

HIGH SCHOOL.

1st. In reference to the first of said topics, I beg leave to report that the High School, as organized under the former or county system, and reported to your department in my communication of December, 1865, was, with the consent and approbation of the State Board, continued under its then existing organization until the 20th of July last, when the

scholastic year for 1865-6 closed. On the 1st of September last, the school was reopened under a new organization, as set forth in the accompanying circular, in charge of an experienced and efficient principal, and is now in an improved condition, giving encouraging promise of future advancement in its character and influence as an institution of learning. The number of students now in attendance is thirty-eight to wit, eighteen boys and twenty girls, with a prospect of considerable increase so soon as the advantages the school now offers shall be better understood by our citizens; numbers of whom still pursue the unwise practice of sending their children away from home influences under the deceptive impression that they can only be properly educated in distant academies or boarding schools, where, too often, they form associations that are of no advantage to them in after life.

Under the present organization we have reserved the right to introduce into the school, free of charge, a certain number of deserving pupils from the public schools of the different districts of the county. The building has been recently repaired, repainted and much improved, and is now in excellent condition and admirably adapted to the purposes of such an institution. The grounds around are spacious and well enclosed. The school is completely furnished with good furniture and with globes, maps and charts for illustrating the various branches of study, and also with some philosophical and astronomical apparatus, and the nucleus of a school library, which we hope to have enlarged by contributions from individual collections.

CONTINUANCE OF LOCAL TAX.

2d. In reference to the second topic suggested in your circular No. 6, I may say that no steps have been taken in this County to secure the continuance of the local tax for the support of Public Schools and the improvement of school property.

In the judgment of our County Board and those with whom we advised, no action on our part could, under the provisions of the Constitution, be at present practically available. The suggestion of the circular No. 6, viz: that the popular assent contemplated by the proviso to Section 5th, of Article VIII, could be secured by an endorsement upon the ballots of the words "*For a School Tax*," at the then approaching election, did not seem, in our judgment, to meet the case. In the absence of any warrant for making such endorsements, emanating from some competent authority, we could not see that the Legislature would be authorized to regard ballots thus prepared and cast, as evidence of the popular will, especially when no provision is made for

duly certifying and reporting the result. We did not, therefore, undertake to carry out that suggestion, but determined to lay the whole subject before the people of the County in the form of an address and then memorialize the Legislature to pass, in the early part of the session, an act authorizing a popular vote on the subject, to be taken in time for subsequent legislation, if the popular vote shall be in favor of the tax. This seems to be feasible and the only reliable mode of overcoming the difficulty created by this singular, and, as we believe, unwise provision in the organic law of the State.

PROVISIONS FOR BUILDING AND IMPROVING SCHOOL HOUSES.

3d. Upon third topic suggested in the circular referred to, we have to report no special resources for building and improving school houses. The only plan we have, with our present resources, even should the local tax be under legal authority continued, is to appropriate such part of our general revenue as the continuance of the schools for three terms will admit of, to the erection of houses where they are imperatively demanded and to seek such personal and local assistance as the liberality of the citizens and their estimate of the value of proper school accommodations will prompt them to afford. In some districts local assistance has been obtained in former building enterprises, and to some extent aid may be secured in future efforts; but in other sections, although wealthy and populous, the entire expenses has fallen upon the Board, and the future has, we fear, no better promise.

BUILDINGS ERECTED AND AUTHORIZED.

During the past year we have appropriated out of our ordinary revenue some \$4,600 to the erection of new school houses in four different localities where they were greatly needed. In two of these districts we have the promise of some local aid, but it cannot, in either case, meet one-half the cost of the building. One large brick building, 24 by 46 feet, well built, and to be completely furnished, is now nearly completed and ready to be occupied at an expense to the Board of some \$2,200. The other three will be completed in time for occupation during the next Spring or Summer. A larger amount would have been appropriated to building purposes, but for obligations of the former County Board, incurred by them in their efforts to supply needed buildings, which the present Board have been obliged to provide for and discharge.

DIVISION OF COUNTY INTO SCHOOL DISTRICTS.

During the past year the County, under the authority of

the School Board, has been laid off by two competent surveyors, into sixty-seven school districts. A map of the county, with the school districts all distinctly marked and bounded, has been filed with the return of the surveyors, whereby the duties of the Board, in the execution of the law, will be greatly facilitated.

TEACHERS' CERTIFICATES GRANTED.

Certificates have been granted to one hundred and six teachers after thorough examination in the different branches required, to wit: Seven of the first grade and ninety-nine of the second grade. In the discharge of this part of my duty I have to acknowledge the valuable aid afforded me by Professor Phil M. Leakin, of the State Normal School Department. The most of these teachers have been engaged in our own schools, others have found employment in other counties of this State, some in the adjoining counties of the States of Pennsylvania and Delaware.

STUDENT TEACHERS IN NORMAL SCHOOL.

Certificates for admission to the Normal School were granted to six student teachers, who attended the two first sessions of that school with very decided advantage to THEMSELVES. Three of the six still remain at the school, and authority has already been granted to two others to enter for the term commencing on the 7th of January next. The great difficulty in obtaining a large attendance at that school is the cost of boarding.

SUGGESTIONS FOR AID TO TEACHERS IN ATTENDING THAT SCHOOL.

If a fund could be created to aid the teachers in paying their Board while attending the school, to be furnished to them, either as a gratuity or, as a loan, to be refunded by them in periodical deductions from their future salaries as teachers or otherwise, many more would gladly avail themselves of the advantages of this valuable auxiliary in the great cause in which we are laboring, and I respectfully suggest that this subject be presented to the consideration of the Legislature.

VISITATION OF THE SCHOOLS OF THE COUNTY.

Since the organization of the system, I have been enabled to visit the whole of the sixty-seven schools of the county, many of them at several different times; spending from half an hour to two hours in each; observing the discipline of the school; the deportment and progress of the pupils, and the

evidences of efficiency or the want of it in the teachers, conducting in person examinations of the classes and adding a word of encouragement and counsel, which, I am happy to say, has always been received with manifestations of pleasure and gratification by both teachers and scholars.

ADVANTAGES OF THE FEATURE OF THE SYSTEM.

This feature of the State system not only gives force and practical efficiency to all the others, but if the duties of the office are faithfully and judiciously performed, must result in fixing it firmly in the affections of the people—for the indications of gratitude and, I may say, delight on the part of the teachers, and especially the children, to find that some one sympathizes with them in their labors and studies, are too palpable to be misunderstood; and it requires no argument to determine the estimate which parents and guardians will place upon a system which awakens so lively an interest in the children, who are always eloquent and successful advocates in the cause that obtains their favor.

POPULARITY OF THE PUBLIC SCHOOLS IN CECIL.

The Public Schools are *the Schools* of Cecil County. Private or select schools exist to such a limited extent as to furnish very meagre material for the special report called for on that subject; and if the present system is judiciously administered and sufficient means to sustain it are secured, the day is not far distant when they will compare favorably with those of our sister States, where systems of some kind have been in operation for twenty-five years and more.

STATE TAX FOR 1865.

The amount received by Cecil County from State tax for 1865, was \$14,484.

LOCAL TAXES FOR 1865 AND 1866.

The local tax for 1865 was but 12 cents in the \$100, and brought into our treasury but \$9590. The local tax for the present year was 20 cents in the \$100, and will bring to us some \$16,300. This increased receipt from the local tax will enable us to discharge the existing obligations which, with interest and bank discounts, have been a heavy drawback to us, and has induced the Board to venture the appropriation of the \$4,600 before named, to the erection of new houses. The continuance of this local tax through some constitutional legislation, is the present point of interest. *This secured we shall have unquestioned success; without it, failure to a great extent must unavoidably follow.*

MODIFICATIONS OF THE LAW FORMERLY SUGGESTED.

The modifications of the law, suggested by the Association of School Commissioners at their meetings in August, 1865, and January, 1866, which were submitted to the Legislature at its last session, but failed to be carried out, I believe, for sufficient time to consider them, will, if yet adopted, to some extent, render the administration of the system more perfect.

SUGGESTIONS AS TO THE EXTENSION OF THE TIME OF SCHOOL TERMS.

I might here suggest a further modification, one I have heretofore suggested, and of the propriety of which I am still convinced, viz: the extension of the time of the respective school terms and the reduction of the time of the Summer vacation. If those counties which, like Cecil, are only able to keep their schools open three terms in the year, could have the terms so lengthened that the third, a Spring term, would run up to or beyond the 1st of May, there would be less occasion for the complaints we now constantly hear from parents and guardians, because of the limited time devoted to teaching. If a fourth term can be sustained by other counties, it might readily be extended to the latter part of July, leaving the whole month of August for the summer vacation—or if a longer vacation be desirable, the fourth or Summer term, which few counties will be able to sustain, might, without injury to the system, be made the shortest term in the year.

In conclusion, allow me, my dear sir, to acknowledge the valuable counsel and encouraging support I have derived from your correspondence during the year, and to express the hope that the system of public education, inaugurated under your administration in Maryland, may long continue to receive the support of the people and long remain under your effective and searching superintendence.

Very respectfully yours,

F. A. ELLIS,

President of the Board of School Com. of Cecil Co.

DORCHESTER COUNTY.

THE PRESIDENCY.

In February last, our late worthy and efficient President, Dr. Edward F. Smithers, died from disease contracted by exposure in the performance of his official duties. In reconstructing the educational edifice, he found an immense field of labor—old notions and systems had to be abandoned—pre-

judices had to be met and healed, and proper plans for the superstructure had to be devised. Had his life been spared, to-day we should have seen more than the firm foundation stone.

SCHOOL HOUSES.

The Report of last year notes the fact that our Board had resolved to build ten new school houses the present year, out of the County school levies for 1864 and 1865. It is regretted that the Board have been unable to build a single house.

Although the levy of 1864, was due six months before the new system went into operation, the old Board of School Commissioners had collected but \$192, and now we can report but \$1,283,96, collected by our Board, leaving \$2,524,06 yet uncollected. We can collect only through the County Treasurer, to whom the collectors pay all County funds. We have so urged the payment of this money as well as the levy of 1865, that the County Treasurer has instituted, sent and obtained judgment for the levy of 1864.

It would be useless to commence the building of ten houses with such an amount, and until it and the levy of 1865 are collected we must "learn to labor and to wait."

To be without school houses, needed as they are in this County, and to continue without them, at the will of our tardy collectors, is equivalent to an effectual clog to the system.

At the suggestion of the State Superintendent, the Board, at its last meeting, adopted a new policy for building school houses, i. e., when the proper location, title and plan shall have been secured, three hundred dollars will be paid at the completion of the house, and a mortgage of the property, for the balance of the cost given to the school district or parties building said house, payable when funds shall accrue to meet these liabilities.

We have made diligent search and inquiry, for the titles to our school houses and sites. Our information is so meagre we cannot vouch for the authenticity of our statistics. They are as accurate as they will ever be made. No one can say *when* or *by whom* deeds were given. Without these facts it would have been useless to ask the Clerk of the County to make a search. There prevails a general assent that the houses are public property, nearly all have been built by contributions and afterwards supported by the County School Board. The lots are held on still more obscure tenure. Many of the houses have been built upon church lots; these can never be deeded to the Board of School Commissioners. Others have been built upon sites, given verbally to those contributors who built the houses. I doubt, if there be over

five school houses in the County built with public funds, or legally deeded to the County Board.

School houses will not be built in this County upon the plan of "district taxation," because, 1. Many of the land owners are not residents of the districts and would not consent. 2. In the very districts where they are most needed at this time, the people are the least able to contribute. We must rely upon our County levy which now ceases, *unless renewed by the people*, or what we judge to be a better and more uniform plan, for securing a sufficient fund for this purpose, a general State law and tax.

It is our purpose to present the subject of the County levy of \$4,000 to the nominating convention, and the candidates this fall, and to ask that an expression of the will of the people through the ballot box in November be allowed, by printing at the head of the ballot "For the continuance of the County school tax." If any are opposed, they have the privilege of erasing or clipping it from the ballot.

FURNITURE AND APPARATUS.

Very little has been expended for this purpose. Judging from the condition of things before the new system began a house only was required, as we found many without stoves, desks, or black boards. These we have supplied as far as required in every school, and repaired nearly every school house in the County.

We purpose introducing Martenet's map of Maryland in each school, but to supply each school with proper and sufficient desks, maps, charts, &c., would require a larger fund than we now have at our disposal.

SCHOOLS.

Whole number in the County 55, average number open 43, with an average attendance of 32 pupils. There were during the year 2,057 different pupils in attendance, average attendance 1,384. The schools were open the whole year. We regret that we cannot continue them the Fall term, this year for want of funds. They begin November 1st, when we hope to be able to continue the balance of the school year.

We see the beginning of a marked desire on the part of the children *to be more regular in their attendance*. They see its benefits at their examinations. Parents are discovering that hired labor is cheaper and more effectual than that of their children. Teachers speak of the change in the progress of the pupils and in the decrease of their labor of classification and recitation. *Would that all could see its force and act accordingly.*

It is the duty of the State to provide for the education of all its children.

TEACHERS.

Total number employed during the year 68, average number 43. I find those schools kept by teachers holding certificates, have made most progress, and more, that teachers are slowly but surely finding out, that in order to teach well, they must prepare themselves well.

My predecessor was very careful in his examinations and issued certificates to none who were found wanting. He gave only 4 first grade and 7 second grade certificates—the others taught with “permits.” Some of these having mistaken their calling, have ceased to teach. Some have sufficient knowledge of the branches taught, but do not possess the happy faculty of interesting their pupils, maintaining order and imparting what they know to others. Some merely make it a stepping stone to something they consider higher. There are some who are “school keepers,” whose highest object is the salary paid them. There are others who are real students, desiring to know and to learn, who are advancing the interests of all to the fullest extent.

EXAMINATIONS.

I employ the oral and written methods. The oral, to test the applicant's mode of expressing himself and imparting what he knows to others, and the written, to obtain a more uniform test of his literary attainments as well as to expose his errors and to compel him to rely entirely upon his resources.

Part of the exercises were catechetical and part topical. I have taken also the place of pupil and requested the teacher to follow and point out when I was in error, and how or why I was in error. I am not governed *strictly* by the standard of grade of examinations. I consider the comparative degree of mental culture, the facility in illustrating principles or in expressing thoughts.

SALARIES.

We have abandoned “salaries according to numbers.” Teachers' reports show that third class, or “permit” teachers, have received larger salaries than first grade teachers. This discourages good teachers and holds out no inducements to bad ones to improve. Until we have teachers of equal grade, it would not do to pay according to numbers.

For the current year we offer first grade teachers \$125.00; 2d grade teachers, \$100; teachers with “permits,” \$75.00 per term.

VISITATIONS.

My object, during my visits, has been to ascertain the

teachers' capacity for imparting instructions. I generally desired the teacher to proceed with the School in the usual manner, and to ignore my presence as much as possible. When the teacher manifested a want of knowledge of methods of instruction, I would, at the close of the visit, endeavor to present what I believed to be better methods and correct views.

Our County is sparsely peopled; consequently our schools are generally small, located at great distances from each other, separated by creeks and marshes. There are three schools upon islands in the Chesapeake, and two others are reached by public ferries. Therefore my visits have not averaged more than two Schools a day—and their duration from forty minutes to two hours.

As the duties of President commenced after the commencement of the summer term and my health was at that time very feeble, I was unable to visit the whole County: I can, therefore, give authentic information of the progress of pupils and improvement of teachers and the success of the system only in my own District. Every school is opened with reading the Holy Scriptures by teacher and pupils alternately. In more than half the Schools of my District, pupils, teachers and patrons are more than meeting my expectations.

INSTITUTES.

There was none held in the County the past year. So lately assuming the charge of the Schools, I was not satisfied that we could make an Institute successful. I found it impossible to secure the requisite accommodations at any central point. I attended the "Institute" held in Talbot County, under Professors Newell and Leakin, and became so well satisfied of its utility, that I at once engaged the services of the Professors for an Institute for our County in November. I am satisfied it will supply one of our needs more than any other mode or arrangement we could adopt, to furnish us with competent and accurate teachers, and I trust, will prove an incentive to some to make application for the Normal School. I regret to state that there has not been a single application for the Normal School from our County. I have made it a speciality in my visitations and at the examinations.

SCHOOLS FOR COLORED PEOPLE.

I am more than ever convinced that these schools should be encouraged. Divest the subject of its "politics" and I can see no reason why the colored people should not be instructed. Educated labor gives most satisfaction—is most sought—is the cheapest and always pays the best.

In the County, during the past year, seven schools have been in very successful operation. Two additional ones will be commenced the present season. Where they have been properly conducted, the white population have given their approval. In some few cases of indiscretion on the part of the teachers, there has been some slight dissent. These schools were held in the "Churches for Colored People"—day sessions for children, night sessions for grown people.

The Baltimore Association for the Moral and Intellectual Improvement of the Colored People supply the teachers, and the patrons of the school pay the board for teachers and for books.

They have erected, to their great credit, an imposing edifice, 25 feet by 40 feet, two stories high, in the town of Cambridge. They have the material for another at New Market, which will be built the present year.

Our Board set aside (see School Law, chap. 1, sec. 1, title Colored Population,) one hundred and twenty-five dollars and fifty-five cents, the amount of State school tax paid by them and appropriated it to the "Jenifer" School House in Cambridge, it being the only one in course of erection at the time. The amount of the County school tax for 1864, '5 and '6, to which they are justly entitled, has never been ascertained as yet, no special disposition has been made of the claim.

FINANCES.

We have received from the State tax of 1865.....	\$12,176 83
" County tax of 1864....	1,283 96
" from Free School Fund 1865....	3,601 75
" " " 1866....	2,469 06
" from sale of Books and Sta'ry..	1,609 25
" from Teachers for Certificates..	15 00
Refunded by Normal School, advertising.	11 00
Disbursed.....	\$21,116 85
For salaries to Teachers.....	\$14,249 59
Incidental Expenses.....	1,260 31
Books and Stationery.....	2,795 71
Rents of Houses.....	179 90
Salary of Secretary.....	350 00
Salaries under old law.....	88 63
Office Ex. and Account Books....	177 05
Blank Registers, Rep. & By-laws	135 90
Printing and Advertising.....	100 00
Colored People's Tax.....	125 55—19,412 64
Cash in hand.....	\$1,704 21

Due the School House Fund..... 1,283 96

Net Amount due to Schools..... \$420 26

PUBLIC SENTIMENT.

Opposition to the school system is constantly growing less, and I do most sincerely hope that the day is fast approaching when every parent in the County will feel that he is not fully discharging his duty to God, to his children and to his State, until he lends his aid, influence and means to educate physically, morally and intellectually, all the youth, poor and rich, in the County.

We have been asked by some, "Why were the schools continued under the old system the whole year—also last year and not the coming year." We have also been asked, "Why has the amount, appropriated to schools the past year, being much more than former years, been given to the same old teachers?" We answer, now, to the above queries: 1. Schools, under the old system, were open only three months according to our last report. 2. We thought that our finances would avail us for the past year, but at its close found them deficient \$2,048 81, which could not be paid till we received the Free School fund for 1866, a part of the revenue for the current year. 3. We desire no better teachers than some of our native teachers, who taught under the old system. These we pay but little more than they received by private contributions and salary under old laws. The objectionable teachers are retained, because we could procure no better ones out of those making applications. Expenses have accordingly increased, because we pay higher salaries, teach a longer time and have many more schools in successful operation.

We consider these inquiries, as doubtless they were intended, more as an evidence of interest in public instruction than as evincing a spirit of distrust or dissatisfaction.

REMARKS.

As the success of the schools depends, in a great measure, upon the ability and energy of the teachers, it is earnestly urged that all those who intend to be teachers, use every means possible to thoroughly prepare themselves for their honorable calling; as it is my intention, so long as I may be retained as President of the School Board, to raise the standard of qualification annually, till the drones of the profession are driven out and the schools filled with earnest, warm-hearted, living teachers.

I believe this to be the great desideratum for the future of our schools. We need men and women who are competent

and faithful. Let parents co-operate with them and sustain them, and ere long, not only will opposition cease, but the thousands and tens of thousands of boys and girls who fill the public schools of the State, *and who cannot be educated by any other agency*, will fully realize the great blessings which the school system of this State is so well calculated to bestow.

ROBT. F. THOMPSON,
President.

FREDERICK COUNTY.

*Office of School Commissioners,
Frederick City,
December 11, 1866.*

REV. L. VAN BOKKELEN, LL. D.,
Superintendent of Public Instruction,

Sir:

I have the honor to transmit my reports on "the condition of the public schools of Frederick County for the school year ending June 30, 1866," and on "the condition of the Colleges, incorporated Academies, High Schools, and Private Schools and Academies." We have had 7,888 different pupils in the public schools. The number of school districts is 108, and schools have been open for ten months in an average of 94½. The cost of educating each pupil has been \$4.43½, if the aggregate only of salaries and incidentals be considered, or \$4.83½ if the entire expenditure of the Board be taken into the computation.

The labor imposed by the law upon the School Commissioners has been of a nature to demand much time and attention. It was necessary for them to superintend repairs, to a greater or less extent in all the school houses of their districts, to secure teachers from those who had obtained certificates of competency from the proper authorities, to give advice in the general management of the schools, and to lend every aid to make the law as efficient as possible. This labor has been performed with such hearty good-will by my colleagues, that it is a pleasure to make an acknowledgement of thankfulness for it in the Annual Report. No person in the position of President of a County Board could accomplish very much unless his hands were stayed by his brother Commissioners.

During the *first* school year I examined 124 applicants for the position of teacher, and issued 5 first grade, and 95 second grade certificates. The compensation that we are able to offer teachers, is not sufficiently large to attract many applicants. These are mostly, either attracted by an earnest, irrepressible longing to the business of education as one which

bears in itself a reward that cannot be reckoned in dollars and cents, or by a desire to earn a livelihood with the expenditure of very little physical exertion. The *former* are generally well prepared: they shrink from no labor necessary to fit themselves for their calling, *because* they love it. The examiner finds his duty a pleasant one when they are before him, and their record afterwards is replete with successful labor among enthusiastic pupils. The *latter* endeavor to shirk examinations. They have innumerable reasons why 'permits' for an indefinite length of time should be granted them,—are satisfied in their own minds that examinations are humbugs, and think it preposterous that a teacher, whose business it is to ask questions, should be subjected himself to a series of interrogatories. Some of this class occasionally pass, but the examiner does not sign their certificates with any pleasure. While the laborer should receive a proper pecuniary compensation for his labor, and an effort is being honestly made to secure more remunerative salaries for energetic teachers, it is a solemn duty resting on every school officer to eliminate from the profession, those drones who cling to it because no other employment is open to them, and yet begrudge the time and labor required for the thorough performance of their duties.

Examinations however, do not furnish every indication as to the fitness or unfitness of a teacher. He must be tried in the school room, in order to show whether he is born to the profession, or only an intruder in its ranks. His power of governing, his administration and executive abilities, his faculty of imparting instruction, these can only be judged of in the school. Hence the necessity for visits of inspection by the President. This duty cannot be performed in the large Counties, more than once a year, and, as the schools are fullest during the most inclement months of the year, it necessitates at times, fearful exposure to rain, wind, and snow. My inspections were made during the months of January, February, March and April. The Commissioner of each district accompanied me in the visits to his own schools. A few classes were always examined in such manner as to furnish a good idea of the nature of the instruction imparted, the discipline of the school was investigated, and the manner of keeping the Register inspected. These visits were always closed with short addresses to the pupils on the nature and importance of their work, and such other subjects as may have been suggested during our visit. There can be no doubt as to the value of frequent visits to the schools by the school officers. Indeed frequent visits of parents and others, where these do not interfere with the regular school exercises are very beneficial; while they enable the visitors to understand how laborious are the teacher's duties, they may draw forth that sympathy in his work which will make his heart light under heavy pressure.

Nothing has been done as yet towards the establishment of a High School. We have felt that thorough primary instruction was first needed. The crying defect in our schools has been defective instruction in the rudimentary branches of knowledge. This has shown itself even in the examination of teachers, where objections have not been infrequent on account of ignorance of English orthography. To give a thorough training in the elements of an English education, was the task assumed by the School Commissioners of this County. To this they have bent every energy. Teachers have been warned against advancing pupils in their studies before they were thoroughly ready for such advancement, and, with the view of aiding the teachers in the performance of their duties, a pamphlet containing 'hints' on instruction was prepared for their use. A copy of the same will be found appended to this Report.

As regards the erection of new school houses, nothing has been done for two reasons. 1. The boundaries of our school districts had not been very accurately defined, and there was need of a thorough revision. A Committee of two members of the Board having carefully gone over the County, have presented a report on the subject, which, after the time required by the law to be devoted to its consideration and amendment, will enable the Board to present the wants of the several districts to those citizens who are properly and legally included within their boundaries. 2. It was felt that our people would be more disposed to aid in the erection of school houses and in furnishing the same, after they had seen the advantages presented by the new school system. Indications of a liberal feeling are being shown in some of the districts on this subject, and we confidently expect that there will be some new school houses erected by private liberality during the coming year. Doubtless the best way to secure the erection of proper school houses is by local district tax, and this method would probably best meet the views of the friends of public schools in this County.

There is still a great want of good teachers. It has been our policy to employ native talent as far as possible, and this policy has been carried out to such an extent that the natives of the teachers employed during the fall term of 1866, were as follows:

Maryland.....	91
Pennsylvania.....	5
Virginia.....	2
Massachusetts.....	2
Ohio.....	2
New Hampshire.....	1
District of Columbia.....	1
England.....	2
Ireland.....	1—107

In default of native teachers we must have resort to those from other States. If there be any subject that is peculiarly and essentially *catholic*, it is education, and State lines will neither fit nor unfit one for the business of instructor. Wherever talent can be had for our schools, ~~then~~ those having them in charge should unhesitatingly seek for assistance in this grand work of educating the rising generation. Wherever talent is united with an honest, enthusiastic love of our Country and its free institutions, ~~then~~ we can predict successful teachers will be found who shall be ready to perform what is laid down in the school law as the duty of all teachers—"to impress upon the minds of youth committed to their instruction, the principles of piety and justice, loyalty and sacred regard for truth, love of their country, humanity and benevolence, sobriety, industry and chastity, and those virtues which are the basis upon which a Republican Constitution is founded,"—to lead their pupils into a clear understanding of the tendency of these virtues, to preserve the blessings of liberty, promote temporal happiness and advance the greatness of the American Nation."

During the year our teachers have formed an Association, which has already held some very enthusiastic meetings, an effort has been made to render these instructive and practical. It is proposed to secure the benefits of an Institute without adopting the name. The attendance is optional with the members, but this feature is very valuable as it enables the Commissioners to find out what teachers are anxious to improve themselves. Such teachers will never be found absent from these meetings unless the best possible reasons prevent them.

In closing this report I feel gratified that I can say much has been done during the past year; but it will still be a task of great magnitude to perfect the school system so that every child shall have the advantages of a thorough education offered it gratuitously, such education being provided for by the property of the State. It has been well said by the State Superintendent, that the support of Jails and Penitentiaries, or of Public Schools must rest upon the wealth of the State, a lover of his country will speedily decide which he would prefer to support.

LEWIS H. STEINER,

President of Board of School Commissioners.

HINTS TO TEACHERS.

Prepared for the teachers of the Public Schools of Frederick County, Md.

You have entered upon the duties of a most important profession. The responsibility is great, the labor exhausting, and the pecuniary reward but small. It is fair to pre-

sume that you have become teachers because your desire is to fit yourselves thoroughly for this profession, so that your labors may result in the advancement of those placed under your charge, and in the attainment of distinguished success for yourselves. If this presumption be correct, you will anxiously long to avail yourselves of all improvements in the science and art of instruction, and you will shun, with horror, anything like stagnation or adherence to traditional methods long since rejected by experienced educators. Those who have charge of youth should be active, energetic, alive with enthusiasm. Keep it always in mind that all the knowledge you can acquire, on every subject possible, may be made useful in your daily work. The day is past, when the teacher was merely expected to know what was contained in the text-books used by his scholars,—when he, that could read, was considered sufficiently well-prepared to be an instructor of primary classes. The youngest minds are all alive with a curious thirst for knowledge, and are endowed with marvellous powers of receptivity. It is the teacher's duty to gratify the former, and to furnish constant employment for the latter, so that every hour spent in the acquirement of knowledge shall be made pleasant and profitable.

No one can teach well who is not at the same time a student,—by which is meant something more than a mere memorizer of the contents of Text-books. "The very essence of teaching," says Prof. S. S. Greene, in his Report on Object Teaching, "lies in a living apprehension on the subject itself—such an apprehension as will enable the teacher to adapt his instruction to the child's real wants—just what a Text-book, if good, cannot do. '*Teach realities*,' is the true teacher's motto. To this he commits himself;—nay, crosses the river and burns the bridge. He is ashamed of his teaching if it is anything short of this. Hence his ingenuity, his aptness, his versatility, his varied resorts in an emergency. He can teach with a Text-Book, or without it. A Text-Book in his hand becomes *alive*. It must be understood."

The School Law gives the President of the Board of Commissioners the general superintendence of the Schools of his County, and the By-laws make it his duty to recommend improved modes of instruction. With the view of aiding the teacher to perform his duties in the best manner possible, these "Hints to Teachers" have been prepared.

The Law requires that "there shall be a *uniform* series of Text-Books used in all the Schools of the State." Teachers will confine themselves, hereafter, strictly to these books, allowing no others to be employed in their Schools. A good teacher can teach with any Text-Book. For the present, the following books, selected from the series adopted by the State Board of Education, will be employed in our Schools:

<i>Spelling</i>	Willson's Primer.
	Sargent's Pronouncing Spelling-book
<i>Reading</i>	Willson's Reader, No. 1.
	" " " 2.
	" " " 3.
	Sargent's " " 4.
	" " " 5.
<i>Writing</i>	Payson & Dunton's Penmanship, in twelve numbers.
<i>Arithmetic</i>	Davies' Primary Arithmetic.
	" Intellectual "
	" Practical "
	" University "
<i>Grammar</i>	Quackenbos' First Book.
	" English Grammar.
<i>Geography</i>	Cornell's Primary Geography.
	" Grammar School do.
	" High School do.
<i>History U. S.</i>	Goodrich's Child's History.
	" Pictorial "
<i>Algebra</i>	Davies' Elementary.
<i>Book-Keeping</i>	Payson & Dunton's Double Entry.
	" " Single "
<i>Natural Phil'opy</i> ..	Wells' Science of Common things.
	" Natural Philosophy.
<i>Definition</i>	Webster's Common School Dictionary.
	Bayley's Scholar's Companion.
<i>School Tactics</i>	School-Boys' Infantry Tactics.

Spelling.—It is necessary that each scholar in our Public Schools should, each day, have at least one spelling lesson. While this should, as a general thing, be assigned from the "Pronouncing Spelling-Book," and with the younger scholars, should be read aloud by the class at the time it is assigned, it is deemed proper to state that every book, used in the School, may be employed as a spelling-book. A scholar should know how to spell every word in any lesson he may have learned. Thus Readers, Grammars, Arithmetics—all can, and occasionally all should, be used as spellers. To advanced scholars, *additional* recitations, in the Scholar's Companion or the Dictionary, *may* be assigned for the purpose of acquiring a knowledge of Definitions, although it is debatable whether the best use of the Dictionary be not as a book of reference, for the scholar. Let it be understood that no lesson should be laid aside until every word contained in it be made intelligible to the class. Here the teacher's command of language will find abundant scope for its exercise. The scholar should first pronounce the whole word distinctly, and then, in spelling, take the greatest care in pronouncing each separate syllable. This direction should not be overlooked by teachers.

Reading.—The names of the punctuation-points, and the value of the pauses they indicate, should be taught as soon as the child begins to read. It is a great error to allow a child to read mechanically, and without regard to the sense. This exercise should be made of such a nature as to keep the minds of the scholars actively engaged, so that, while elocution is taught, the lesson may be made the source of actual instruction—a means of increasing the store of their knowledge. A scholar, who has intelligently read through the Second Reader, having learned the orthography and significance of every word, and the sense of every sentence, has learned more than one who has gone through the full series of Readers without any reference to the significance of what he has read. Where the sense is understood, but little difficulty will be experienced in learning to read with proper expression.

Writing.—The admirable series of Copy Books, adopted for our Schools, makes instruction in this accomplishment comparatively easy for the teacher, provided he shows care in superintending the use of the same, and in explaining the principles which are set forth by their authors. Where these Copy Books cannot be procured, the same system must be pursued by Teachers in their instructions. The aim should be to secure *successful* imitation of good copies, rather than rapidity of execution, which will come in due time.

Arithmetic.—Great attention is required to ensure a knowledge of principles—definitions and rules. It is not meant that the exact language of the book should be exacted, but a clear and intelligent apprehension of principles—as shown by the ability of the scholars to express these in their own language—should be the aim of the teacher. At first most of the time spent in this study should be occupied with *concrete* numbers, so that the way may be made open for an intelligent study of principles as applied to *abstract* numbers. Let the operations of Addition, Subtraction, Multiplication, and Division be connected entirely with familiar objects. The *Primary Arithmetic* furnishes abundant materials for this kind of instruction. After a scholar has gone through this book two or three times—particular attention being paid to *Analysis* when the conception of abstract numbers becomes clear to the mind—the *Practical Arithmetic* may be substituted, using along with it, if circumstances will admit, the *Intellectual Arithmetic* for oral recitation and practice in Analysis. In no case should a slate be used with the latter book; it is purely for mental work. The teacher should labor to make the scholar thoroughly understand the principles underlying the science of numbers, while he acquires readiness in the art of calculation.

Geography.—Recitations in this study should be something more than mere verbatim repetitions of answers to questions on the maps, or of brief descriptive paragraphs. The teacher should be ready to give an account of the countries mentioned in the lesson, their peculiar vegetable and animal products, the manners and customs of their inhabitants. Without some ability to give this kind of instruction, Geography is not attractive to scholars; with it, Geography becomes a favorite study. Let the definitions be made intelligible to the child, and then strive to put life into the skeleton frame-work, which constitutes all that our Text-Books give us of Geography. To do this well, the teacher must read, must increase his own stores of information, and freely employ the same when engaged in instructing his pupils. A late writer asks, with much force, "here is a glorious and beautiful world before us, of hill, and valley, and mountain, and plain, and ocean, instinct with life, filled with objects whose marvelous nature the profoundest wisdom cannot fathom; a world whose structure has been the problem of science, whose beauty has been the inspiration of poetry, ever since science and poetry existed; can it be right that we should reduce the study of this glorious creation to learning such names, we will say, as 'Michilimackinac, Moorshedabad, and Petropolofski?'" The question involves its own proper answer.

Grammar.—The Text-Books on this subject must be considered as furnishing the outline only of what is to be acquired by the scholar. Oral instruction, replete with illustrations, showing the application of rules—or rather replete with examples from which it will be easy to deduce rules; black-board exercises; exercises in composition; correction of errors and inaccuracies in ordinary conversation; these will make the science real to the scholar, and, at the same time, useful and popular.

History of the United States.—It is advised that this be taught orally, to all the scholars. Teachers should frequently talk with them concerning the prominent facts of American history, the lives and characters of the great, good and brave men who have aided in building up and sustaining our Government, and the peculiar mission which seems to have been made ours by Providence. If this be done, with spirit, their words will be seized and retained by the very youngest with the same interest they show for the nursery tale. When they have made sufficient advance in other studies, then, either of the Text-Books adopted by the State Board may be put into their hands for the purpose of systematizing their historical knowledge; but even then the teacher must put life into recitation to make it interesting or useful. Until the last year, in the Grammar School, oral in-

struction in history should be considered sufficient, and will be amply so if teachers are faithful.

When these subjects have been so studied that the scholar begins to understand them, *then* other branches may be introduced; *Book-keeping* for those who wish preparation for business purposes; *Algebra*, as an introduction to the mysteries of higher mathematics; and the systematic study of *Natural Philosophy*. The Text-Book, on the latter subject, should not be taken up as a study before the Elementary Algebra has been studied by the scholars. But there are facts and principles in this science, (as well as in Natural History) which should be communicated to children, from the very first term of their attendance upon school. Let them learn daily something from their teacher about the world around them; let them know that his information extends beyond the few books given them for study. Let a short, familiar lecture on such subjects be delivered daily, making it the last exercise of the school, and it will be looked forward to with the greatest interest. Ascertain, by questions, frequently repeated, in the way of review of what you have said, whether the child has acquired the power of reproducing the lesson. "No oral teaching is good—this should be a cardinal maxim of the teacher—that is not carefully and thoroughly reproduced by the learner."

Some may say how can we accomplish all this? We despair of realizing such a conception of teaching. To which the answer is, it is your duty to try. If you cannot find pleasure in leading young minds into fresh fields of knowledge day by day, and in honest effort to make attractive the subjects you are expected to teach; if you are willing to lapse into the mechanical ideas of teaching that obtained, at one time, all through our land,—it were far better for you to select some other pursuit and give up an occupation for which you are not fitted. "*A school without life in the teacher, is an engine with no steam in the boiler.*" For such teachers there should be no place in our Public Schools. This is an active, energetic age; the school master must move *with* it, and impart enthusiasm and zeal to the young minds placed under his charge, or else give place to others who are more anxious to fill the full measure of this duty.

Let it be your ambition to prepare yourselves in the best manner possible, for your duties; do not rest satisfied with the lowest grade of proficiency required of those who wish to teach in the Public Schools of this County, but fit yourselves as speedy as possible to take *first grade certificates*, counting no labor too great, if it be necessary, to accomplish that end.

With the hope that success may attend your labors, I have the honor to be, Yours, very truly,

LEWIS H. STURGEON,

President Board of School Commissioners.

HARFORD COUNTY.

REV. L. VAN BOKKELEN, D. D.,

State Superintendent of Public Instruction.

I have selected but two subjects for the report. The High School and School Houses.

We have no High School—we have no funds to sustain one. Our County Commissioners failed to make any local levy, and it is with difficulty that we can keep the common schools in successful operation *three terms* during the year. Until the common schools can be kept open four terms, there is but little probability that the Board will appropriate any funds for a High School, notwithstanding their high appreciation of such an institution.

The second and absorbing subject with us is school houses. Some sections are very needy, and some are grossly culpable. They have not manifested sufficient interest in this matter to secure any portion of the old fund devoted to such purposes. The custom in this County has been uniformly this:—the patrons within the school district contributed about two-thirds the value of the house to be built, and the Board furnished the balance. In this way, many comfortable houses have been erected. In some localities, however, (Havre de Grace, e. g.,) nothing was done on the part of the patrons, and consequently they enjoy no part of the old building fund. Many of the sparsely populated patrons of the County have evinced more interest and energy, and obtained more satisfactory results. We trust the towns and villages in the County will soon follow this worthy example. It is a lamentable fact, that many interested persons, who are prodigal in other respects, are penurious in this. Many who will spend dollars for the amusement and unprofitable gratification of their children, are not willing to invest a dime in what might be termed even a comfortable school house. The question is, what shall we do? Some say, suspend the Public Schools in certain localities, until their proportion of the school fund is sufficient to build suitable houses. Such action would enable us to keep more of our best teachers in the County; as it now is, the better class will, of course, go to such Counties as furnish the best houses and pay the best salaries.

The persons who are generally the most tardy in all school enterprises; the most ready fault-finders; the most severe critics on the teachers; and the first to give their invaluable opinion of the school system, are the small tax payers—such as pay tax on one thousand dollars,—that is, one dollar and a half a year—and yet who send, free of charge, four children to the Public School. This brings the education of their children to precisely the sum of twelve and a half cents per term—something like one cent a week. It is a pleasant consideration, however, that many of the large tax payers, who

never to any great extent avail themselves of the Public Schools, not only very cheerfully give their money to sustain them, but appear most deeply interested in their success. This fact clearly evinces the vitality of the present school system.

Most respectfully,

Yours, &c.,

T. S. C. SMITH.

Bel Air, Nov. 22, 1866.

HOWARD COUNTY.

Ellicotts Mills, Md.,

October 15th, 1866.

REV. L. VAN BOKKHELEN,

State Superintendent Public Instruction,

Dear Sir:

The undersigned, President of the Board of School Commissioners of Howard County, in obedience to the School law, has the honor to make the following

REPORT.

In August, 1865, as soon as practicable after my appointment, I called together my associates, Dr. Joel Hopkins and David Burdett, Esqs., and organized our Board by appointing Mr. Marshal McCauley, secretary. In obedience to your suggestion, the Schools were committed to teachers by "permits" until January 1st, 1866, at which time all the teachers were summoned for examination; and to them certificates were granted in accordance with the acquirements of the applicants, and the prospect of usefulness in the cause of education. On the first of September, 1865, I found twenty-four schools had been in operation in the County, under the old system; one of which had a department for boys and girls. An extra appropriation of \$300 had been added to the fund for that school for the support of the girls department. This school has been divided by our Board into two separate schools. The schools were divided among the members of the Board as follows: The 1st Election District, comprising seven schools, was assigned to me as first Commissioner's District; the 2d and 5th Election Districts, comprising ten schools, were assigned to Dr. Joel Hopkins as second Commissioner's District; and the 3d and 4th Election Districts, comprising eight schools, were assigned to David Burdett, Esq., as third Commissioner's District.

Since our organization in August, 1865, two new schools have been added in Mr. Burdett's district, one in the long corner, as named many years since, and one near the 19th

mile-stone, on the Frederick turnpike—this school has since been abandoned for the present, because proper school accommodation could not be had in the neighborhood.

Before establishing this school, the patrons had promised to assist in building a school house, but it was never accomplished; hence the abandonment of the school for the present.

Our Board had set apart \$3,000 as a fund of relief to the friends of education throughout the County, if they would furnish an equal amount for building school houses where most needed; but this offer on our part, has been accepted only in one School District, near Poplar Springs, in Mr. Burdett's District. To him, in a great degree, is due the merit of conceiving the design of building the first school house in this County under the new School System. This house cost \$1,112, of which amount \$500 have been paid by our Board; and we assume the payment of the half of the whole cost, leaving \$56 due by our Board. Too much credit cannot be given to the patrons of this School District for their laudable zeal in the good cause of education.

The amount expended for repairs has not been very large. Many of the school houses were scarcely worth repairs. In my School District I have the best houses in the County: Nos. 1, 2, 3, 5 and 6 I found in pretty good condition; but No. 4 and 7 were very ordinary. No. 4 is indeed miserably cold in winter, and ill fitted for comfort, or the promotion of the cause of education.

In my District I have had few repairs done, because I regarded it as money thrown away. I hope to see No. 4 moved, and a new house built, which I hope will be done as soon as means are provided to enable the Board to rebuild such as are needed.

In the second Commissioner's District, Nos. 1 and 2 are poor apologies for school houses; Nos. 3, 4, 5, 6, 7, 8 and 9 are only passable; more money has been expended on repairs than was justified by the condition of the school property; but we could do no better, we had no building fund sufficient for our need, and repairs had to be made or the schools abandoned.

In the third Commissioner's District, Nos. 1, 4, 8 and 9 will do very well; No. 8 is the new school house near Poplar Spring, and is a credit to the County; but Nos. 2, 3, 5, 6 and 7 are very poor contrivances, not one of which should remain as it is if I could avoid it.

The financial condition of the schools as shown by the statistics, requires a remark in reference to the apparent small balance of cash in hand at the close of the financial year, July 31st, 1866. Of the \$7,000 levied in May 1865, for the use of the schools, only \$5,472 remained on the 31st of July of said year, to be paid to our Board of Education, and of this

amount only \$2,854.50 has been paid, leaving as per balance, \$2,617.50 due of the tax of 1865. We have received \$2,000 of the County tax of 1866, which will be replaced out of the balance, and leave an additional balance of \$617.50 to be added to the \$550.63, which will make the proper balance of 1866, July 31st, \$1,168.13, leaving the full \$7,000 County tax [as a part of 1866,] for the support of the schools from September 1st, 1866.

On the 22d day of May, 1866, I called all our teachers together, and held an "Institute" in accordance with the law. Proceedings were held four days and resulted favorably to the interest of the New System. Professors Newell and Leakin, who presided on the occasion, expressed themselves pleased with the readiness of the answers of the teachers; and they were equally pleased with the Professors. I, with them, return my thanks to the distinguished Professors for their interest manifested in the cause of education on the occasion of their visit to our County. A Teachers' Association has been formed in the County, with the fair prospect of much good. The new system is working well in this County.

The few opponents of the system, are composed of those who do not take the trouble to visit the schools; for of the many who are beginning to visit the schools when examinations are held by me, I have seen none, who do not think the new system is working well, and preferable to the old system; and from the increased attendance in the schools, the system is gaining favor. Old average, 750 pupils; present average, 1200 pupils.

I cannot close this report without returning my thanks to the citizens of Howard in general for their manifest interest in the schools of the County, and for their appreciation of my efforts therein, and especially for their attention to me during my quarterly visits of which due notice is given in time to invite the parents of the pupils, and the friends of education generally.

To my associates, Dr. Hopkins and Mr. Burdett, I return my thanks for their aid and support in my efforts in the good cause. Harmony in all things, has marked our pleasant intercourse during the past year.

Respectfully submitted,

SAMUEL KER DASHIELL,

President the of Board of School Commissioners of Howard County.

KENT COUNTY.

Office Commissioners of Public Schools of Kent Co., Md.

Chestertown.

REV. L. VAN BOKKELEN,

State Superintendent Public Instruction.

Dear Sir:

The tabular statements, herewith submitted, give so clear an idea of the condition of the Public Schools of this County that little need be said in addition thereto.

An examination of these tables will show that the number of pupils attending the schools has steadily increased from the inception of the present system up to the close of the scholastic year; and this fact should, it appears to me, be sufficient proof that the opposition to the system, which is undeniably strong in this County, has its origin and foundation in prejudice rather than in reason.

Those who, from their connection with both the old and new systems, are best able to judge of their comparative merits—I mean the teachers and those who, as trustees, took an active interest in the schools under the former regime—unequivocally declare in favor of the present system and assert that the schools have gained in efficiency. On the other hand, a large majority of those who denounce the present system knew but little of the defects of the former, and know nothing of the practical working of the present. In all my visits I have not met with one of this class in the school-room.

The complaint is loud, if for any cause, the schools are suspended; yet if they are in any respect worse than their "illustrious predecessors," their entire suspension would, I am very sure, be a public blessing. A good deal is said, too, about the cost of the present system. We challenge a comparison with the past. Heretofore there was uniformly a levy on the County of \$5,250, to which was added the State fund, making nearly \$9,000, and as much more by private contributions. Nearly all the fuel was given, and when a new stove or slight repairs became indispensable, a subscription was resorted to.

The present Board have paid \$1,400 debt incurred by the former Boards of trustees, have expended \$1,100 for stoves and fuel, have paid upwards of \$200 for repairs, and employed better teachers at higher salaries, and yet have received nothing from the County, nor a chip of wood from any quarter, nor will the Board shrink from a comparison of results. With the funds at our command we have kept the schools in operation ten months consecutively, which is as long as the

law allows, and paid all the teachers for seven months and a-half. Under the old arrangement, individual schools were frequently suspended until the public money should accumulate. In the records of a school now before me, I find a suspension from July 4, 1864, to January 14, 1865; and I do not doubt that in many other records, if accurately kept, the fact of frequent interruptions will be found. It was rarely noticed, because the suspension was never at any time general throughout the County, except at vacations.

The supervision of the schools has been very thorough—every school having been visited and examined repeatedly by some one of the Commissioners, and often by two.

The teachers are far better fitted to the work; in cases where the old incumbents have been retained, they manifest and express a much more earnest spirit in their labors; a professional pride is springing up, and a degree of zeal awakened heretofore unknown in this part of Maryland. An active and vigorous Teachers' Association was formed immediately after the adoption of the system with excellent results. Teachers soon gained higher views of their responsibilities, and duties and more elevated conceptions of their position in society. Indeed, the indications are very strong that the days of lesson-hearing are numbered, and that teaching is to supercede the drudgery of lessons "got by heart."

The living teacher is taking the place of the inanimate Text Book.

At the close of the scholastic year, the teachers of this County, with a portion of those of the adjoining County of Queen Anne, met at Chestertown to organize a Teachers' Institute.

The accommodations were poor, but the meeting was a grand success. It was to most of the members a new thing, but under the admirable management of Professors Newell and Leakin, all immediately entered into the spirit of the work, and were inspired with an enthusiasm heretofore unknown. Unfortunately, through the negligence of our secretary, the proceedings were not prepared for publication.

A noteworthy incident occurred at this meeting. A gentleman who had expressed his disapprobation of the Institute, alleging that the time of the teachers was taken up to the detriment of the children of the schools, came in to one of our sessions, and after hearing a lecture and witnessing the subsequent exercises, sat down and wrote for one of our local papers, an article, claiming that the benefit of the Institute to our County was incalculably great! No pupils from this County were entered at the Normal School during the year, the applicants being all under age. The saving to the County in the matter of Text-Books from the adoption of the principle of uniformity, has been very large. No longer are parents and guardians taxed with every change

of teachers for a new supply of books of every kind, and no more will the shelves of our store-keepers groan under the loads of discarded Text-Books. Happily, we may add, no longer will our children be compelled to turn back with the advent of every new pedagogue to learn from a new book what they had a dozen times before almost learned from others. Oh Sisyphus! oh Tantalus! how light and fanciful were your labors to the realities borne by the boys and girls of Kent!

The popular appreciation of the great work of educating the children of our County is, I fear, much too low. This is indicated by the restiveness under a rate of taxation far inadequate to the necessities of the case, and by the forlorn and dismal aspect of most of the houses in which the important work is to be done.

Yet there are hopeful signs of a better feeling. Wherever I have gone in my visits to the schools, I have met with kindness and a generous hospitality; and in the absence of any levy in advance for my compensation, this was to me, and to the system, a very important consideration; and for it I desire to tender to all these friends my sincere and hearty thanks. May they in after years see this "bread cast upon the waters" return in blessings an hundred fold.

Few cases of disorder in the schools, or questions relative to discipline, have come before the Commissioners.

The schools are all opened by reading a portion of the sacred Scriptures, and in some few the Lord's Prayer is repeated audibly by teacher and pupils in addition to the Scripture lesson.

I am inclined to think that a healthy moral tone and a high sense of honor pervade our schools generally; the teachers treating their pupils as embryo ladies and gentlemen, and inculcating "respectful and modest demeanors, simplicity, purity and truthfulness in thought and speech.

The want of regular attendance is severely felt as an evil of great magnitude; the remedy for it, if any, is not in the hands of School Boards or their employees. It is in the hearts of parents.

Nothing has been done in regard to the establishment of a High School, having no suitable buildings nor funds applicable to the erection of such.

HOWARD MEEKS,
President Board.

MONTGOMERY COUNTY.

December, 1866.

*To the State Superintendent**of Public Instruction.**Sir :*

Having presented to you my statistical report, showing the condition of the Public Schools in our County, during the first year of the operation of the new system, it only remains to add thereto some explanations which could not well be included in figures.

The system begins to work more smoothly, though it is still beset with certain difficulties. These arise in part from the opposition which never fails to attend all new undertakings ; in part from what may be called political opposition, and chiefly, from the want of a special fund to build and furnish school houses. The portion of the State tax coming to our County, would be sufficient to keep the schools going throughout the school year. The Board made every exertion in its power to induce the County Commissioners to levy the local tax, required by law, but in vain. Being thus compelled to divert a portion of the fund designed to carry on the schools, and employ it in building and repairs, we were unable to extend aid to the teachers, beyond the three terms. This arrangement works badly : not so much because that period is decidedly insufficient for the children, as for the unfavorable effect upon teachers. It is hardly fair to them to pay their salaries for a part of the year only, and we cannot expect to retain those whose services are most valuable, unless we can give them steady employment.

School houses are yet needed in several sections of our County ; and it is difficult to see how we shall be able to get the school system into complete operation, and do justice to its admirable design, unless means are afforded in some way to supply buildings, desks, maps, and all the essentials to bringing up our schools to the high standard, worthy of our really enterprising community.

On the other hand, when we pass in review the actual improvements thus far made, there is just cause for decided encouragement. About seven lots of land, to which, during the year, our title has been secured. Six new school houses, of convenient size, and creditable appearance, beside important and expensive repairs made to old ones. Two hundred and fifty desks of Soper's excellent pattern ; nearly \$2,000 worth of books scattered through the School Districts ; a few maps with further prospect of supply in that line—may be enumerated among the educational gains of the year and a-half. Add the exhibit made in the statistical report, of the large increase of pupils over any former year ; and there is still

left out the greatest improvement of all, I refer to the quality of the teachers. We show 7 or 8 "first grade" teachers—first grade in merit, as in rank. Besides these, a large number of faithful pains taking, moral instructors are at work, improving themselves as well as their scholars. A few there are still who have mistaken their calling.

Striking the balance of difficulties and encouragements, as fairly as I can, it seems to me that the latter decidedly preponderate. Progress is made and making, and must go on, in increasing ratio, if the hands that hold the destiny of the State, shall continue to uphold the best interests of the children of the State.

Respectfully,

WM. H. FARQUHAR,
President of the Board.

PRINCE GEORGE'S COUNTY.

To State Superintendent of Public Instruction,

Dear Sir:

Since my last report I have personally visited and examined every school in the County with two exceptions. And, in reviewing our educational history, I am gratified to say the indications of improvement are unmistakable. The new system has taken a strong hold upon the popular mind. A fresh impetus and vitality have been imparted to it under the operation of the new law.

According to the County school enrollment, the numerical increase of pupils during the last twelve months, has been twenty per cent., and the average attendance during that time, has been upwards of forty per cent. And with the increase of the pupils, there has been a corresponding improvement in the moral and social condition of the schools.

Teachers.—Our teachers, taken in the aggregate, have increased very much in efficiency since my last report. Some can be recommended highly for their acquirements, energy, and aptitude to teach, and for the discipline and good order which they preserve in their schools. But, I regret to say, some still remain who are inefficient and who will have to leave the ranks, and their places be supplied by others more competent.

Examinations.—Public examinations are held at the end of each quarter, and are conducted orally. The attendance of parents and spectators is sometimes quite large. And the anticipation of the presence of the Commissioners and patrons by the pupils at the examinations, seem to inspire

them with great emulation in making their preparations. Nothing affords children more exquisite pleasure than to have an opportunity to exhibit their talents and acquirements. It is also equally salutary in arousing a professional pride among the teachers. And it continues to stimulate teacher and pupil throughout the whole school term. It also affords parents an opportunity of judging of the progress of their children and the qualifications of the teachers.

School Houses.—Present the same appearance of dilapidation as they did years ago. They have nothing to recommend them but their antiquity. The tenements are uncomfortable and destitute of all pretensions to good taste. Indeed, I do not think I use language too strong when I say they are disgraceful to the communities in which they are located. And in most instances there is a perfect adaptation of furniture to the appearance of the antiquated exterior. All the schools are devoid of globes and maps, and in many instances, of even black-boards. Nothing, in my opinion, would contribute more to the permanency of our new system, than to be able to substitute for the tumble-down huts, now occupied as school houses, comfortable and attractive edifices.

Mental Exercises.—Almost every school in the County has daily exercises in Familiar Sciences, and some have introduced Mental Arithmetic. It is the plan of some of the teachers in the examinations in Mental Arithmetic, to engage the pupils in the lower and more advanced classes at the same time. The great rapidity and facility with which they solve the numerous questions propounded to them, render it a deeply interesting exercise.

Text-Books.—The universal introduction of Text-Books is attended with much trouble and vexation. It occurs in some instances from opposition, and frequently for the want of ability to purchase books, as they are required.

It is a desideratum in the consummation of this beneficent scheme of education to introduce some plan by which every child may be supplied with Text-Books; and one by which the poorest children, as recipients, may not be subjected to the humiliating imputation of being considered paupers. If some delicate plan for gratuitous distribution could be adopted, I am confident it would lead to the development of many bright intellects.

Impediments.—Many still exist to retard the progress of our new system in this County. The most prominent is the adverse interpretation of the law by the County authorities, in reference to the imposition of an additional school tax; The result has been the curtailment of our financial ability, which has rendered us unable to pay our teachers the sala-

ries promised them, and which we think they have faithfully earned.

All we desire to make our present system successful is to be able to build suitable school edifices, and to give salaries sufficient to command an efficient corps of teachers.

Encouragements.—Some prominent and influential gentlemen have manifested their appreciation of our school system, by discontinuing their private tutor and sending their children to the Primary Schools. In one District three private schools have disappeared within the last twelve months. And in proportion as we elevate the standard of education, will our new system become patronized. We think at a period not remote, the people will ascertain that a useful and practical education can be obtained without incurring the expense of sending their children to Academies and Schools from home. In several of our Primary Schools the Classics; Mathematics, Philosophy and some of the polite literature are successfully taught. And the classics in some of them will not suffer in comparison with those of expensive schools.

Commissioners.—It affords me great pleasure to add my testimony in favor of the efficiency, punctuality and fidelity with which the Commissioners have discharged their duty. Each one seems to feel the responsibility of his position, and has zealously co-operated to advance the educational interests of the County.

The salary is disproportioned to the work before them; but they look beyond the reward of dollars and cents. Their reward will be the gratitude of the rising generation.

Conclusion.—After briefly adverting to several particulars in connection with our schools, I feel justified in saying they are in a very improving condition. When I entered upon my field of duty, about 18 months ago, our schools were very unsatisfactory and deservedly unpopular; and if I have had any instrumentality in promoting the educational interests of our County, it is productive of more pleasing emotions than any emoluments I have received.

JOHN H. BAYNE,
President of the Board.

QUEEN ANNE COUNTY.

Centreville, Nov. 12, 1866.

REV. L. VAN BOKKELEN.

Sir:

All the statistical information you require, may be found in the blank forms furnished by your Board, now filled up and in your possession. Nothing has been done toward establishing a High School, except publishing in our weekly County papers, the law upon the subject, for the information of the people. We have asked for proposals from the different districts of the County, but so far no response has been made to our request. We have kept our Schools in operation during the entire School year, except in one or two cases, when they were temporarily closed for want of scholars; and have closed up the financial affairs of the Board, after paying two or three small debts left by the old Board, entirely out of debt and with a surplus of a few dollars in the hands of our Treasurer. We therefore have a fair start for the current year. We have however, been entirely unable to improve the condition of our school houses. They are as we found them, except that in a few instances, some slight but absolutely necessary repairs, costing but little, have been made. Whenever I have had an opportunity I have urged upon the people to whom I have had access in my official visits to the schools and at other times, the great importance of comfortable houses for the use of the children of the County, and of our utter inability to furnish them for want of funds, but all my appeals have been ineffective, and nothing has been done. If we could get one District only to build a suitable house and furnish it with such furniture as a school house needs, I am almost sure that others would soon follow the good example. Every body acknowledges that we need good houses, but nobody seems disposed to do anything to enable us to furnish them. I think that the greatest obstacle in our way in this and in other cases is the want of concern in the minds of parents about the education of their children. I form this opinion from the very bad attendance of scholars in schools. Though, except in the sickly season, the number of scholars enrolled is sufficient to make a good school, the number in daily attendance will hardly average fifty per cent. of those upon the Register. We have strong advocates of the new system among the most intelligent men among the County, and it has its enemies too. I find among its strongest friends, the parents of those pupils, who have been kept regularly at school and who have seen its advantages in the same advancement of their children, and its enemies are those whose children do

not attend school at all, or if enrolled, are present one day and absent ten, and who cannot under such circumstances advance at all. These persons blame the school system, for what their own indifference or neglect occasions. It would be a great thing gained, if some means could be devised to secure a more regular attendance. Though we have efficient teachers, it is a great discouragement to them to go to school from day to day and find their houses almost empty. In thinking of this subject of bad attendance, another thing presents itself to my mind, in the time of vacation. The months of July and August do not suit us. They are the months when our schools are generally well filled, and the vacation comes on and breaks up the schools when in their most prosperous condition. I would suggest the propriety of an amendment to the law, altering the scholastic year, and making the Winter Term the first Term of the year, beginning with January and ending March fifteenth. The Spring Term beginning March sixteenth and ending May thirty-first. The Summer Term beginning June first and ending August fifteenth, Vacation until October fifteenth, then the Fall Term commencing October sixteenth and ending December thirty-first. The vacation would then be in the sickly season. Farmers would have the services of their children at home during a very busy portion of the year, as they will have, whether it be vacation or not. If whenever this plan will not suit all parts of the State, let the law fix the duration of the vacation, but leave the time of it to the County Boards.

In conclusion, I am glad to be able to state, that a year's experience, has left a favorable impression of the system, and that all who take the pains to examine for themselves, must be convinced, that if not successful, the system itself is not in fault. With such amendments as your experience will suggest, the law, when defective, may be made more conducive to the wants of the people, and such things as were engrafted upon it by hasty legislation, (if any such exist) may be reconsidered and lopped off or improved.

At the late election, the following was printed upon the tickets, "For or against the passage of a Law, restoring to the County Commissioners, the power of Local Taxation for Educational purposes." When the ballots were counted twelve hundred and two votes were found to be in favor of such a Law and sixty-five against it. I obtained the consent of those interested, to have this matter submitted to the people in accordance with your suggestion to that effect, and I am happy to be able to announce to you the result.

With much respect yours,

JAMES W. THOMPSON,

President of the Board.

SOMERSET COUNTY.

Princess Ann, December, 1866.

REV. L. VAN BOKKELEN,

*State Superintendent Public Instruction, &c.,**Sir :*

I respectfully refer you to tables A, B, C and D of my statistical report, as affording a full and clear exhibit of our school work for the school year, ending June 30th, 1866.

These tables present in figures, "facts which are stubborn things," and which we desire shall speak for themselves. As yet, we have not done anything definite towards organizing the County High School—deeming it more expedient to defer action in this respect, until we shall have organized the Primary and Grammar Schools wherever needed in the County. When this is fully accomplished, and we find ourselves possessed of the necessary funds to organize the High School, it will give us much pleasure to do so at once.

"What action has been instituted to secure the continuance of the local tax for prolonging the school terms procuring necessary apparatus for efficient school work?" We caused to be published through the newspapers of our County a communication calling on the voters of our County, at the late election, to express their consent to a continuance of the local school tax, by endorsing on their ballots, "For a school tax." This communication appeared a few days, only, before the day of election, in consequence of my absence from the County, and there was not sufficient time for it to circulate, to any extent, among the people. The consequence was, but a small expression through the ballot box. So far, however, as that expression was obtained, it showed a very decided majority in favor of its continuance—the vote being four hundred and forty-nine in favor, and one hundred and fifty-seven against it. Since the election, I have been assured that those who voted against it, did so because they had it confounded in their minds with the tax for accumulating a school fund of six millions of dollars, which they were opposed to. In this view they regarded it as the imposition of a *new*, and not the continuance, merely, of the old tax.

"What are your resources for building school houses, or what plan do you propose as most likely to accomplish speedily this essential work?" In the month of August last, we had a special meeting of our Board for the purpose of considering and devising some plan for supplying the County

with new school houses. We passed a series of resolutions setting forth this great *necessity*, and inviting the people of each District to invest their private capital in building school houses after the plan prescribed, and under the supervision of the Building Committee, as provided by the By-Laws, pledging the Board to rent said houses at a rent of 6 per cent. on the cost of building, and to purchase the buildings at cost, as fast as we have the means of doing so. We resolved, also, not to keep the schools open, as Public Schools, more than three terms the present year. By this means we hope to save a fund for building purposes. We further resolved to appropriate eight thousand dollars, out of any funds in the treasury, as a School House Fund, for this year. It is very questionable whether we can do this consistently, with carrying on the schools three terms. On the above plan we have about three new school houses building by the citizens; and several others talked of. Our enterprising friends, of Potatoe Neck, have prosecuted to completion their first class Academy building; and, though a Committee of the Trustees have invited our co-operation in organizing their school, by appointing one or more teachers, as yet, they have not, so far as I am informed, succeeded in selecting a suitable teacher for Principal. The delay has been occasioned, no doubt, by a misdirection of their efforts.

The people of our County are clamorous for Public Schools and school houses. They even go so far as to speak in strong language of complaint of our Board, because we do not build new school houses at once—they are impatient if the schools are not kept going all the year. This is the fact, notwithstanding they are assured, and know, that we have not the necessary means at our command. The inference from all this is plain; the people consider that they have the *right* to be educated by the State, not only to be educated, but *well* and *liberally* educated. They argue that it is the *duty* of the State to supply the means of educating her people—means commensurate with their rights. With the people it is a question of *right*, on the one hand, and of *duty* on the other. We believe that the people of Maryland hold this view of this great question of public education, and that they would not only sustain the system, but *would have the* Legislature, through their respective delegates, act up to the full measure of this great *State duty*. Why compromise a matter of plain duty by half-way measures? Why not perform her whole duty to her people? This, too, is the view that the *Political Economist*, with a comprehensive view of the whole interest of the State, in all its surroundings, would take of this question. *He* knows, full well—science has demonstrated the fact—that there is no element of State prosperity equal to an educated people. On the other hand, there is no element so expensive and dangerous as an ignorant and

vicious people. In the light of an investment; then, it is the best and wisest that the State can make, to incur the necessary expense to educate her people.

Respectfully submitted,
 HENRY A. WHITE,
President of the Board.

ST. MARY'S COUNTY.

REV. DR. VAN BOKKELEN,

State Superintendent Public Instruction.

You have received my statistical report. Its figures not only show the condition and doings of the new system in St. Mary's County, but demonstrate its marked and steady progress. They prove, I think, clearly, its fitness for its important work, at least so far as concerns this County. I now send you, at your request, some of the results of my observation of its working, and such suggestions as, I think, may promote its interests.

I shall not discuss any question either abstract or practical, but confine myself to a simple history of the operations of the system. I cannot think it pertinent in a report which I think should be strictly historical, to argue the necessity of the object of the system, and of the conditions necessary to accomplish it.

The necessity of popular education has been thoroughly discussed, and argument concluded. The new system is the organized result of discussion, experience and purpose. The people of the State have decided that the children of the State ought to be, must, and shall be educated. To do this work, they have framed a system of agencies, and the simple question now is, does it answer its purpose? Results of its operation is the true answer to this question. As I remarked above, my tabular exhibits show that in St. Mary's the new system works well—answers its purpose fully. The people of St. Mary's are in favor of popular education. At first, owing to misapprehension of the designs of the new system—naturally growing out of the circumstances of its origin—there was very general dissatisfaction, which was not lessened by unavoidable delay in organizing our Board and opening the schools. So soon, however, as the true and only object of the system became apparent, the characteristic candor of the people determined that it should have a fair trial. Accordingly, throughout the County, we were encouraged by gentlemen whose influence was a tower of strength, and auspicious of our success. I must avail myself of this occasion to thank those gentlemen for their support;

and especially the talented editors of the "Leonardtown Gazette," who, from the first, personally and through the columns of their paper, gave us unequivocal and, perhaps, indispensable aid. Indeed, that paper has seemed to us much like one of the component agencies of the system, so marked and continuous has been its co-operation.

But the people of St. Mary's favor not only the object, but the organic character of the new system. They like the idea of its oneness, or unity. The same feature distinguishes, as is patent from their origin and history, their own development. Hence the system, as such, receives their prompt appreciation and favor. Everywhere throughout the County, are found cheering evidences of increased interest in popular education, *especially* as it concerns the Public Schools. This is clearly shown by our statistics, and the fact that Private Schools have become fewer from want of support.

On the 12th day of September, 1865; our Board organized, appointed Mr. George Combs, Secretary and Treasurer—a most excellent appointment—and ordered the schools to be opened on the 20th of the same month. The opening of the schools so early after organization, was premature, as it prevented attention to condition of school houses, and compelled employment of teachers without the thorough examination required by the system. The Board had scarcely been organized, when, from declension, resignation, and removal from the County, but one member remained, and, of course, the work of supervision suffered. The three vacancies were at length filled by the appointment of Messrs. Albert Young, George I. Spalding and Edward S. Abell, gentlemen well qualified and with hearts for the work. The Board, thus composed, began their work by inspecting the field of operations which was found as follows: Thirty school houses, a few of which were tolerably comfortable, but the majority unfit to be occupied, especially in inclement weather. Not one had suitable seats or desks, and as to appliances indispensable to the work of teaching, there were none, save here and there a solitary black-board—a sable witness of the exit of chaos—but sure harbinger of approaching order.

With *such* houses, how can the system fulfil its promise? How can children be educated in houses uncomfortable and without the necessary furniture and means of instruction? And yet, how can the Board supply the want? The funds at its disposal are not enough to keep schools open during the scholastic year, repair dilapidated houses and build the new ones required. We shall be forced to suspend schools for at least one term, in order to have funds to repair and build. Indeed, some four or five schools are now urgently needed in as many neighborhoods, in each of which are some 25 or 30 children of school-going age, but there is no house in which school can be kept. I suggest that the Legislature

authorize our County Commissioners to levy a small County tax for the purpose of building, repairing, and furnishing school houses. I know St. Mary's has suffered much in loss of property by the war, and therefore, I merely advise permission in the matter. I am not in favor of a local District tax, as some neighborhoods, through penuriousness or indifference, might be content with a house and furniture unfit for their purposes. I am happy to say that teachers, very generally, show increasing interest in their work. They are not only attentive to the more general duties of their calling, but to those details which mark the good teacher, and are necessary to successful instruction. They are getting to understand the system and the duties it prescribes. Hence there is a decided improvement in the schools in respect of order, discipline, and classification of scholars. Their teaching is of a more scientific character. They attach importance to principles, and are striving to teach them to their pupils. I notice decided progress in both teachers and scholars, and am hopeful of still further advance in the right direction.

Nothing can well be more evident than that the present compensated supervision is indispensable to the efficiency of Public Schools. It is admitted by those generally whose children are interested in the matter. The supervisors at these visits learn the entire condition of the school: how the scholars are progressing, and the method of instruction; the discipline of the school, and the classification of the pupils; whether there be enough of books and of the right kind and, the condition of the house and furniture. At these visits the teachers receive friendly advice and direction as to the organization and management of their schools and, indeed, upon whatever connects with their calling. Children, too, are addressed upon the importance of education, and urged to regularity of attendance and diligence in study, &c. The good effects of these visits are seen in the greater interest of teacher, scholar and parent. Surely the good effects of the visits of the President, Commissioners, and visitors to the schools are too manifest for any one to doubt them. Commissioners' visits to the schools are, in my opinion, the essence of the efficiency of the system.

As it regards a High School we have, as yet, done nothing. We have not the necessary funds. There is, however, I am happy to say, no present necessity for one, as the higher wants of this and the adjacent County are fully met by "Charlotte Hall School," located in a village of the same name in the upper part of this County. From time almost immemorial this school has had a reputation second to no other of the same grade. Always favored with an able Board of supervision, and a Faculty of rare distinction, it has had, to say the least, its share of success; and has edu-

cated many who have attained eminence in the several pursuits of life. It is justly the pride of the people of this whole section, and whether it may ever connect more intimately with our new system, time alone will tell. Some of our best teachers we get from it.

And now, Doctor, you have my Report. I have labored hard, for my field is a laborious one. My colleagues have done their duty and I bear record to their interest and zeal. God knows my heart that it is unselfishly in this work, and I know that my imperfect efforts have not been equal to my interest in the cause. My intercourse with you has been pleasant, and I know that you, too, have labored with a zeal worthy of this great work.

JAMES BUNTING,
President of the Board.

TALBOT COUNTY.

REV. L. VAN BOKKELEN,

State Superintendent

of Public Instruction,

Sir:

I have the honor to report to you the condition of the Public Schools of Talbot County.

Continued illness in the autumn of 1865 prevented me from rendering a report of the Fall term of that year, and responding to certain queries contained in your circular letter of December last. I avail myself of this opportunity to reply, in order that the record of the schools of this County may be complete.

- I. "The condition of the schools under the old local law;
"the school houses, teachers, and mode of supervising."

The people of Talbot County, from a very early period enjoyed the advantages of neighborhood and parochial schools, and though these were not public schools, in the sense of being supported by public bounty, private beneficence of the wealthy threw them open to their less favored neighbors and tenants. It was the custom of the gentry of a neighborhood to erect houses and employ teachers for the education of their own children, and other pupils were admitted upon the payment of a nominal tuition fee, or, in necessitous cases, entirely free of all charge. These private schools were formed throughout the County, and were maintained for a long time, diffusing the benefits, and fostering an appreciation of edu-

cation. In these schools many of our most excellent citizens received all the scholastic training which they ever possessed, and in them was laid the foundation of much ripe scholarship. Many were of excellent character, and their teachers men of acquirements. I may be permitted to refer particularly to a school taught by a Mr. Sullivan, in St. Michael's and to the school in Oxford Neck, under a Mr. Emmons. When these schools were under enlightened supervision, as was the case of the last mentioned school, great pains was taken to secure good teachers, and to introduce approved methods of instruction. The patrons of the Oxford Neck school, after employing a very competent teacher, at their own expense, sent him to Philadelphia to study the system then in vogue, and after his return supplied him with the necessary apparatus for teaching according to this system. These private schools, upon the establishment of a local system, merged into public free schools, and many, or all of them continued to receive private support in addition to the public donation.

The first authentic record we have of the establishment of a school to be supported, or aided by the public funds, is in the "Proprietary Act" of October 26th, 1723, by which the Reverend Henry Nicholls, Colonel Mathew Tilghman Ward, Robert Ungle, Esq., Mr. Robert Goldsborough, Mr. William Clayton, Mr. John Oldham, and Mr. Thomas Bozman were appointed visitors of a school "to be erected at the most convenient place as near the centre of the County as may be." Provision was made for the support of this and similar schools in all the other Counties of the State, and it would appear that funds, at the time of the passage of the act, had already accumulated in the treasury of the State, which were ordered to be divided. A course of study was prescribed, and many details of the management of the school. This school had able and competent teachers, the name of one of whom has reached us, that of Mr. George Rule, who yet has descendants in this County, and heirs of his honorable reputation, if not of his name. The precise location of this school I have not yet been able to discover, but a gentleman, versed in our local history, Mr. J. B. Kerr, informs me that it was where the waters of Miles River and Third Haven most nearly approach each other, namely, upon the land of Mr. James Ridgeway. How long this school continued in operation is not known, but in the year 1782, by an act of Assembly, power was given to the visitors to sell the land, the house having previously been burned down, and to transfer the proceeds to Washington College, Kent County.

I should not omit in this brief survey of schools, to mention that Talbot County claims to have had the first absolutely free school within the State. In or about the year

1750, 1751, 1753, the Reverend Thomas Bacon, through the liberality of many of the colonists, aided by the munificence of Lord and Lady Baltimore, succeeded in establishing a "Charity Working School." The building now used as the County alms house was erected through his efforts. The school went into successful operation, and continued to exist up to the time of our revolutionary war. The following is the heading of the subscription paper circulated by Mr. Bacon:

"Whereas, Profaneness and debauchery, idleness and immorality, are greatly owing to a gross ignorance of the Christian religion, and to sloth and idleness, especially among the poorer sort in this province; and, Whereas, many poor people are very desirous of having their children taught, * * * — we, whose names are underwritten, do hereby promise and agree to pay yearly, * * * for setting up a "*Charity Working School*" in the parish of St. Peter, in Talbot County, for maintaining and teaching poor children to read write and account, and in instructing them in the knowledge and practice of the Christian religion, as taught in the Church of England," etc. On the 29th September, 1750, he had obtained annual subscriptions amounting to \$284, and donations of \$164 more from the citizens of the County. In a letter from Cecil Calvert, secretary, to Lord Baltimore, addressed to Parson Bacon, he says, "As a peculiar mark of his (Lord Baltimore's) favor and protection * * he has given instruction to Mr. Edward Lloyd, his agent and receiver general to pay * * * the sum of one hundred guineas sterling (\$466,) as a free gift * * * and the sum of twenty pounds (\$86.60,) a year, together with five pounds (\$21.66) a year from Lady Baltimore, * * * to be paid by half yearly payments," etc. The same letter indicates that the boys of this Institution were graciously allowed to be called "*nominal Baltimore boys.*"* Mr. Calvert, in a post script subscribes five pounds sterling a year to the school from his own purse. During our revolutionary troubles, this school languished and finally became extinct. The property of this school, by the concurrence of our people, and under sanction of an act of Assembly, was transferred to the authorities of Talbot County, as a home for the County poor.

The General Assembly of this State, by the act of 1798, appropriated to an Academy to be located in this County, the sum of eight hundred dollars, to be paid annually. This was followed by the act of 1799, establishing the Academy at Easton, and incorporating the Board of Trustees. Into this school, provision was made to receive one pupil free of

* American Quarterly Church Review, October 1865, Art. Rev. Thomas Bacon.

charge, for every hundred dollars appropriated by the State. In the year 1800, a lot of ground was purchased of the Rev. Thomas Jackson, by the Board of Trustees, which Board then consisted of Messrs. John Edmondson, Nicholas Hammond, Samuel Chamberlaine, Thomas James Ballitt, William Hayward, Ennals Martin, Stephen Theodore Johnson, Perry Benson, John Roberts, Owen Kennard, John Coats and Hugh Sherwood. The building was erected, so far as can be learned, by the private beneficence of certain gentlemen, there being no evidence that any State or County appropriation was made for the purpose, but there is sufficient evidence that a subscription paper was in circulation in the year 1806. The school was in the occupancy of the Academy Building in 1812, about which time it was erected. It was then under the superintendence of Mr. John Boyle, as teacher, who was followed by a succession of earnest and able men, who gave to the Academy a high standing, which it maintained until the year 1866, when the Board of Trustees transferred the building under a lease, at a nominal sum, to the Board of School Commissioners for the use of a High School, to which I shall refer in this report. At this school many of our most useful citizens were educated, and it has fostered, or kept alive among us a love and appreciation of liberal studies. If the limits of this report would permit, I should be pleased to give an account of some of the most successful of the teachers, and of the most distinguished of the scholars.

In the month of November, 1832, a school was organized by the Rev. Dr. Joseph Spencer, in the parish of St. Michael's upon the farm "Solitude," the residence of the rector. Dr. Spencer was assisted in this school by his brother, Mr. Matthew Spencer, who was subsequently the Principal of the Easton Academy, of which he had charge when he died, in the year 1865. This school received no aid from the State. It was very flourishing for a number of years and was distinguished particularly for its thorough tuition in the classics, in which branch of learning Dr. Spencer was especially proficient. He was a scholar of the medieval type. He was a devoted churchman and recluse from society, not from any unsocial or misanthropical feelings, but because solitude afforded opportunity for study. With highly cultivated tastes, he was simple, almost to asceticism, in his habits, for he was thus from small means enabled to gratify his passion for books. His knowledge of the languages was profound. He paid but little attention to the natural sciences, doubtless having imbibed a prejudice against them in early life from the character of the French Philosophers of the past century. He excelled as a *teacher* of the ancient languages, and was probably more thorough in his training of boys in these studies than any man in the State. This

school, after various vicissitudes, was destroyed by an act of gross insubordination and outrage on the part of the pupils. Dr. Spencer died in Jackson, Mississippi, during our late national troubles, while in the discharge of duty as a pastor and teacher.

Feeling the need of an Academic Institution of a higher grade than any that had hitherto existed in this county, a number of the most public-spirited of our citizens, headed by General Tench Tilghman, a gentleman who has always been foremost in every enterprise which promised advantage to this County, and who, to native energy of character, and hereditary courtliness of manners, has added scholarly culture, united in subscribing the necessary funds for the erection, in the town of Oxford, of buildings suitable for a school of the best class. In the year 1848, the "Maryland Military Academy" was organized, and a short time thereafter went into operation, with an able and efficient staff of instructors, and with a goodly number of pupils, drawn from all parts of the country. The school was under the superintendence of Mr. John Howard Allen, an *élève* of West Point. The course of study embraced the ancient and modern languages, the mathematics and the natural sciences. To these was added military tactics. This school, too, as did the others which have been mentioned, for a number of years, performed its work of education successfully and well, and not the least valuable part of this work was that achieved beyond its own bounds in fostering among the people at large, an estimation of intellectual pursuits and acquirements, as opposed to mere material aims and gains. Owing to some accident, the large building used for school purposes was destroyed by fire, leaving the residence of the superintendent only. The school, after this disaster, could not be continued, and became extinct.

It will appear from this that Talbot County has long enjoyed the advantages of schools. This has rendered our people familiar with the teacher, accustomed to the burdens and appreciation of the value of schools. When by act of Assembly, 1825, and other supplementary acts our local system was instituted, it found houses, teachers, books, and a community acquainted with school work. It is doubtful whether the schools were improved by the change. A general interest in the school was exchanged for the indifference, and negligence of three trustees, and a clerk elected, according to a legal fiction, by the tax payers of the School District, but really chosen by the few friends of the teacher, whom he could persuade to attend at the school house, in order that he might secure the form of a re-election. These trustees and their clerk were the nominal visitors of the school, who, beside electing the teacher, provided for the comfort of the pupils by purchasing fuel, and attending to

repairs to the house. It was expected that they should visit the school, but actual supervision was almost unknown. Teachers of several years incumbency declare that before the past year, no school officer was ever seen within their doors, during the hours of study and recitation.

Little care was taken to secure the services of fit and competent men, and the selection was too often decided by personal favor, or, what is worse, by partizan partiality. Yet there were many good teachers. Recently, one of the abuses of the old system, the multiplication of the kinds of school books, had been measureably corrected by the adoption by the County Commissioners, at the suggestion of some of our most enlightened teachers, of a series of books which should be used in all the schools. The evil had become so great that scarcely any two schools used the same Text-Books, and often in the same school, classes could not be formed on account of this diversity. I found in one school four Spellers, six Readers (or thirteen, if each one of a series should be counted,) six Arithmetics, (or eight, counting all of a series,) four Grammars, four Algebras, and three Philosophies. The cost of these books to the County (for the County supplied books free of charge,) was enormous. There was no school apparatus, with the exception, in a few of the houses, of black-boards, of the use of which the teachers seemed to be unconscious, and in fewer still, of outline maps, which were unintelligible to the gentlemen in charge. And yet, with all these drawbacks—want of care in the selection of teachers, entire absence of supervision, multiplication of books, want of school apparatus, and loss of interest on the part of the people—the schools were doing good, educating in the rudiments of learning, a large number of children; and what is not to be disregarded in our estimate of them, preparing the public mind for the introduction of that salutary reform projected in our "*Uniform system of Free Public Schools*."

II. "By what funds supported, and what degree of efficiency the schools attained."

The latter clause of your query I have answered as fully as needful, above. It remains only for me to reply to the former. Our schools were supported by the share of the State Free School Fund, which falls to the county annually, and by a levy made by the County Commissioners to supply the deficiency. There was an additional levy to pay for books and stationery which were furnished to the children free of charge, and for fuel, but no other incidental expenses were defrayed from the common fund. The expenses of building and repairing school houses were borne by the District requiring such houses, and the repairs to them, and the necessary funds were raised by a tax upon the assessable

property of the individual Districts. The salaries paid to clerks and examiners were from the County levy. Our people have always paid their school taxes with alacrity; so willing indeed are they to do so, that when there was actually no law, through some oversight in codification, to compel them, they voluntarily and unhesitatingly paid the required assessment.

In this connection I may be permitted to reply to the inquiry made in your circular of September 24. "What action has been instituted to secure the continuance of the local tax for prolonging the school terms, and procuring necessary apparatus for efficient school work?" In accordance with your suggestion the attention of the people of the County was called, through the public prints, to the fact, that after the first day of January, 1867, by provision of the constitution, all local laws for the collection of taxes for the support of schools would be abrogated, and that the proportionate share of Talbot County of the fund derived from State taxation would be sufficient to keep the schools open but one half of the year; that, in order that County taxation might be authoritatively made, it would be necessary for the people to express their assent through the ballot box. I requested that the tickets to be used upon the day of the election should have upon their face such expressions as should indicate the views of the voters upon this subject, and they were so printed. The result showed that there was no opposition worthy of consideration in any other than one district, and there, I feel sure, the opposition originated from a misconception of the nature of the question at issue. The majority in the whole County was 967 in a vote of 1531, only 282 ballots having been cast against authorizing the Legislature to pass a law for Local Taxation to support the schools.

III. "Your opinion of the general intelligence of the people of the County, and whether there are many who cannot read and write."

I think we can compare favorably with any of our sister Counties, in general intelligence. There is no evidence that we are lacking in that faculty called by some metaphysicians and known by common people as *common sense*,—the faculty which makes us to do our part in the work of the world successfully and well. We are all farmers, and it is said by strangers, very successful farmers; not inapt to seize hold of all advantages, and by applying mind to matter, work out our good. We are secluded from the rest of the world, but only so far secluded as to escape the mental and moral epidemics which pass over other communities. Our people, like all others purely agricultural, are not so bright and smart, as the residents of towns and cities, whose wits

are sharpened by attrition, but we find ourselves equal to the kindly contests with our generous soil and halcyon skies. We have not much high scholarship, nor much gross ignorance, at least among the white population. A number of well educated people scattered throughout the County, and not congregated in the towns, has served to give our people a contempt of ignorance at least, if not a love of learning.

Probably not more than five per centum of our white population are entirely illiterate; but a much larger percentage are so little instructed that their writing is far from being a *useful* art to them, their reading is performed with such difficulty that it is not indulged in as a pleasure, and their arithmetic is confined to the simplest combinations of numbers. Of our negroes, I may say they are generally extremely ignorant, but the schools which have lately been established for their instruction, by the charity of benevolent societies abroad, are doing good service, and diminishing, it may be only grain by grain, this mountain of ignorance. I should not refrain from stating briefly in this connection that our people are becoming not simply reconciled to the establishment of these schools, but really desirous that they be maintained and be rendered efficient, though I see no disposition to give any pecuniary support, or active encouragement. I have thought it not proper, considering the sensitiveness of the public mind, and that I was under no official obligation, to give any attention to these schools for colored children; but the time will speedily come when public sentiment will not only permit but will demand that some provision be made for the education of this degraded class, which comprises one-third of our whole population. Public safety, and public economy, if not the higher and stronger motive of public justice will require it at our hands.

IV. "Whether there is evidence of zeal in sustaining Public Schools, and a willingness to erect and furnish school houses."

It cannot be said truthfully that there is any *zeal* in sustaining Public Schools, yet it may be said that if an attempt were made to destroy them by any party or set of men, so much attached are our people to their schools, that there would no longer be the apathy upon the subject of education which now exists. We pay our taxes for the support of schools willingly; there is unanimity of sentiment that they must be sustained, that competent teachers must be employed, and adequate salaries paid; that commodious houses with the proper appliances should be built and kept in order; but there are few who will give their personal attention to these matters, and consequently, with ample means, and the very best intentions, small care has been taken to secure capable persons to take charge of the schools,

the houses have fallen into a state of decay and neglect; little interest has been felt by either teacher or pupils, and the schools have thus been poorly attended and poorly taught. There has been more reluctance to pay district taxes for the building and repairs of houses than to pay the County taxes for the payment of salaries. I therefore think that, in any modification of the law towards making provision for the erection of new or the restoration of old houses a tax should be levied upon the whole County, to pay for one-half the cost of such work, leaving with each district to raise the other half, by district taxation. This I think would afford a salutary check upon the demands for new houses, which would be almost universal if the whole cost should be derived from a County fund. Our people, I should add, have not yet learned to know the value of handsome, cheerful, well appointed school houses as educational agencies of themselves, apart from books, apparatus and teachers.

V. "The action of your Board relative to Teachers' salaries—the rule adopted for the distribution of Text Books—the number of boys and girls who attended school during the term ending November 15, 1865—the aggregate amount paid for salaries and the amount paid for incidental expenses."

As the tabular statement of the condition of the schools rendered with this report will give all statistical information I need not make any reply to the latter portion of your inquiry. When this Board came into office it found the schools in operation under teachers with fixed salaries. These ranged from \$350 to \$500 a year. No change was made during the first year. We deemed it inexpedient, if not impracticable, to adopt the system recommended by the State Board, that of a sliding scale, graduating the pay by the number of pupils in the school. The geographical formation of this County is such that there must necessarily be many small schools in the necks of land, bounded by wide water; and we reflected that in such districts no amount of labor, diligence or ability on the part of the teacher whose lot was cast in these neighborhoods could raise his number of pupils above that required for the minimum salary. We know also that some of our most capable and deserving teachers were in the occupancy of these necessarily small schools. We therefore determined to assign specific salaries to the different schools, having regard to the grade of the teacher, the size and the location of his school. Our maximum and minimum remain \$500 and \$350. Our village teachers of the same grade and size of school receive the larger salaries.

Our system of distributing Text-Books, during the year ending June 30th, 1866, was to allow the teacher to make a

requisition for as many books as he had reason to believe would be required by his school for the year. These books were charged to the school, and issued upon these requisitions, countersigned by the District Commissioner of that district in which the schools were located. It was found that this system was attended with loss to the Board, and that many more books were called for than were actually needed, thus leaving many books on hand in the school houses subject to depredations and injury. We have therefore recalled all books remaining unsold, to the office, and now issue no more than are actually required for the immediate wants of each school, and charge them directly to the teacher, making him accountable for their full value, and deducting it from his quarterly salary. We believe this plan is working well, securing greater care and economy. We make no charge of stationery, believing that its cost will be covered by the small advance made upon the price of the books.

VI. "How long will you be able to continue the schools with the present income?"

We mean to keep our schools open for the ten months constituting the school year. Our people through the County Commissioners will furnish us the necessary funds. Our chief difficulty in this regard arrives from the fact that we cannot get possession of the money levied for our use. This has rendered it necessary for us to borrow frequently, and I fear our false system of County finance will render it necessary for us to continue this vicious practice by anticipating our income by loans. But the schools will be kept open *maugre* this trouble.

VII. "Your opinion of the school law. Is it a good working system, and adapted to your wants? What additions, alterations or amendments would you advise?"

The alterations and amendments which have suggested themselves to my mind have already been anticipated by the action of the "Association of School Commissioners" in its late and previous sessions. I would suggest however, that an abbreviation of the length and a change of the time of vacation to September, would be acceptable to many if not most of our people. So much time is necessarily lost in the County from foul weather that long intermissions of study are not required; and September is a month in which the attendance of the children is smallest and most irregular, owing to sickness and the demands of labor. This is a subject, however, which I will not pursue, as it may be presented by those having in charge the subject of amendments to the law, and there is not such an unanimity among our people as to justify me in insisting upon it.

The main features of the law under which we are work-

ing, after the experience of one year, have my hearty approbation, for these among other reasons. First, because it is a general law for the whole State. Second, because it provides for a State, a County, a district, and an individual school supervision. Third, because it removes, as far as is possible in this County, the whole matter of school administration from the domain of politics. Fourth, because it provides a uniform series of Text Books throughout the State. Fifth, because it secures schools by the State levy to all parts of the State, for at least one-half of the year, even to those Counties which have been heretofore unable or unwilling to support public free schools. Sixth, because it makes provision for the education of professional teachers by the establishment of a normal school, the formation of Teachers' Institutes, and the organization of Teachers' Associations. Seventh, because it provides for a system of graduated schools for the State from the lowest primary to the highest university, and professional school.

The objections which are made to the law are mostly the result of a misapprehension of its provisions, ignorance of the details of its administration, or unreasonable prejudice. The objections may thus be stated. 1st. The system is an expensive one to the State at large, and to the several Counties. That it costs something to the State cannot be gainsaid, but the question immediately occurs, are not the benefits accruing more than a compensation for the cost? This is for every candid mind to answer. With no records of the expenses of the schools under the County system; it is impossible to know with absolute precision the difference of the cost of the two systems, but from such information as can be gathered, I am justified in saying that for this County at least, the new system is one of economy and saving. 2nd. The school officers receive exorbitant salaries for small service. As the amount of these salaries are enormously exaggerated in the minds of the people, there is no wonder that such an objection should suggest itself. But a knowledge of the truth would show that no men doing so much work for the State are so inadequately paid. 3d. That the people are debarred from the privilege of electing their school officers, and through them the teachers. As this is an objection that needs but be stated, to bring its own answer I shall not essay any reply. 4th. That books are issued to the children at prices above what they can be sold by private dealers. As no parent is obliged to buy of the County Board, and as no County Board is obliged to buy of the State Board, this objection could have little force, even if it had truth for a foundation; but the truth is, the books are sold to the children at fully 15 per cent. below the retail prices of the dealers, and the small advance which is charged above the wholesale prices is barely sufficient to pay the

cost of transportation, and of the stationery, which is furnished to the schools free of all charge whatever. To those who advocate the supplying books free of all cost to the children it may be said, that we believe the present system is economical, because it prevents the wanton destruction of books; that it teaches the children neatness and care, by placing the ownership in them; and lastly, that it secures the important end of enabling the pupil to possess and retain the manuals with which he has become familiar to be used as means to continue his education, or as books of reference after he shall have left school. The presence of books in every family is a means of educating the popular mind, and if there can be no others let them be the Text-Books.

There is one class of our citizens who make no objection to the law, but on the contrary are its most earnest advocates—I mean the teachers. They of all others are the most capable from their general intelligence, and their position to judge of its merits and defects. At a meeting of the "Teachers' Association" of this County, they gave expression to their estimation of the system, in a series of resolutions warmly endorsing all its leading features. I can safely commit the defense of the law to this body of our citizens, feeling confident that they who can speak without the slightest suspicion of partisan or selfish motives, are able and willing to uphold the new school system, and repel any attack that may be made upon it. Under it, they secure a just estimate of their own services, permanence of situation, punctuality in their pay, sympathy in the labor and an appreciation of their honorable profession. And under this stimulus they all declare that they are able to teach with greater zeal and renewed energy and increased ability.

Having replied to all your enquiries, as fully as is necessary, or perhaps more at length than I should have done, I proceed to give an account of the school work in this County during the past year and up to this date, disregarding those matters which are set forth satisfactorily in the tabular reports herewith rendered.

When this Board assumed the charge of the schools, it found the County already laid off into School Districts, each of which was supplied with a house, and with a teacher actively engaged in his duties. There was no record of the boundaries of these districts, and no recorded title to a large majority of the houses and lands attached. The number of School Districts was greater and so remains, than would be necessary but for the peculiar formation of the County. The segregation of our population into small neighborhoods by the numerous water courses, or estuaries, by which the whole County is intersected, renders a multiplication of School Districts unavoidable, if we would place Schools within the reach of every child. This leads to an evil hereafter to be referred to,

namely, an increase of the number of the schools at the expense of their excellence. None of these houses were in good condition. The best are found in the villages. Yet they were habitable, with two or three exceptions. The teachers were continued in their schools, and after the expiration of the fall term, which gave an opportunity to the President and other Commissioners to visit the Schools, make the personal acquaintance of the teachers, and learn something of their qualifications by observing their methods of teaching and their powers of discipline, they are called upon for examination. The standard of competency was raised much above that which had been esteemed sufficiently high by the former examiners, consequently many teachers declined submitting to the test of an examination, and resigned their places. Others were rejected as incompetent, and yet others were allowed to teach upon a permit, with the understanding that they were again to be examined, when if they should be found disqualified they were to surrender their schools. The large majority of these under a second trial, showed that they had availed themselves of the intervening time to prepare for this trial, and were passed. Of the forty-two teachers employed in the Schools two received certificates of the first grade, and eighteen of the second grade. Upon a second examination five others received second grade certificates. There are now forty-one Schools in operation, under two first grade teachers and thirty of the second grade. All others are teaching under permit. We have been gradually eliminating the indifferent, and substituting efficient teachers. This cannot be accomplished instantly, but will be done as fast as is consistent with the rights of the teacher and the good of the schools. Time is required to show the unfitness of a teacher who has shown his competency upon examination. Two new schools have been opened, and three old ones are closed, for want of a sufficient number of children. As far as we have been able, without fund especially devoted to the purpose, we have had repairs made upon the houses, and we await legislation to enable us to do much more in this direction.

In answer to your inquiry made in your circular letter of Sept. 24th: "What has been done towards organizing a County High-School?" I am able to reply. It was not the intention of this Board to attempt the formation of a High-School in this County, inasmuch as the Easton Academy was in a measure fulfilling the purposes of such a school, until the State Board of Education should adopt some plan for the organization of like schools throughout the State, which duty seems to be required of that Board by the law. But as the death of Mr. Matthew Spencer during the year, rendered it necessary that the Trustees should elect a principal for the Academy, it was thought that it would be better to undertake

the establishment of a High-School at once ; and accordingly advertisement was made, as directed by the law, for proposals from the various districts and towns of the County, to furnish free of charge suitable buildings and apparatus for a High-School. The only offer which was received by this Board was from the Trustees of the Easton Academy, who proposed to execute a deed of lease to this Board, of their building for five years, at the nominal sum of one dollar a year. This offer was accepted, and the papers executed. We have also received of them a fund of \$1,375 to be used at our discretion. I cannot but refer to the frank and liberal manner in which this transaction was conducted on the part of the gentlemen of the Board of Trustees and to the cordial support which many of them continue to render to the High-School, which has superseded the school managed by them for so many years, and with so much wisdom. This Board after waiting for instructions from the State Board as long as was possible, by direction of the State Superintendent, framed a plan of organization for the proposed school, which was made to comply with all the requirements of the law, as far as this was practicable, and submitted it to you for your sanction or rejection. This having met your approbation, the plan was formally adopted, and teachers were selected. Prof. Joshua O. Colburn, a graduate of Howard, a gentleman of scholarship, purity of character, and extensive experience in teaching was elected Principal, and Miss Susan B. Conant, a lady of high culture and elegant accomplishments, the assistant in charge of the department for girls. On the 1st day of October the High-School went into operation with forty scholars. The course of study embraces the Ancient and Modern Languages, Mathematics, Natural Philosophy, and all those branches which are taught in the best schools. An instructor in Music is nominally connected with the school, and we expect to be able to have vocal music taught in this as in all the larger schools of the County when funds for that purpose can be obtained. Calisthenics is already taught the girls, and Military Tactics will be introduced as soon as a suitable teacher can be secured. An attempt has been made, with flattering success, to unite in one school the pupils of both sexes. While the boys and the girls have each their separate rooms where they are assembled, when not engaged in recitation, under the charge of a teacher of their own sex, the classes are composed of both the one and the other. Their influence is mutually salutary. In addition to the happy effect upon the behavior of the pupils, this union in classes has afforded a new incentive to the pupils, and given more time to the teacher, while it has conferred the additional advantage of bringing every child under the tuition of both the principal and assistant.

The school is successfully performing its work and it is the

determination of this Board, that defects and deficiencies as soon as they betray themselves, whether in the plan of organization, the internal discipline, or course of study, shall be remedied. A Board of visitors of zealous and intelligent gentlemen, constituted of the Hon. H. H. Goldsborough, Col. Samuel Hambleton, J. C. W. Powell, Esqr., and Dr. Joseph Chamberlaine, has been appointed, and these with the President of this Board will have the school under their special supervision. With as fervent desire and intention to make this school all that the friends of education in the County can wish, they will allow no impediment to stand in the way of a full accomplishment of this their earnest purpose. In concluding what I have to say of this High-School, it should be mentioned that one great good which it has measurably accomplished, is the eradicating the prejudices which has existed so long in the community against sending children, especially girls, to Public Schools. This school now has for pupils the children of our most respected citizens.

The objection is offered to the establishment of one High-School in each County, that its advantages and benefits are local—that is confined to but few of the whole body of citizens; and it has been suggested that the funds appropriated to one school should be divided among three, four or more. The same objection would in some degree pertain to these schools—their benefits would be still local. But is not the objection overborne by the advantage to the whole community of having one thoroughly good school, of the best order, in a county, of three or four of inferior grade, which they must be, from the very small amount of money which each could receive from the State? Our District Schools should be made equal to the wants of the many who are not, and our High-Schools should be for those who are anxious and willing to give their children a more extended course of study. If every man must have equal advantages, an impossibility, as the world is constituted, no enterprise for the amelioration of society could be undertaken or accomplished. Much that we enjoy to the exclusion of our fellows, as also much that we suffer, is the result of accident or of those laws which are so recondite that we cannot discover their origin or mode of action. The occupant of an island in our bay who complains that he has not a school at his door, complains as foolishly as he who thinks his lot a hard one because he was not born heir to a fortune.

During the past year we have put in operation those appliances which the law points out for securing efficient teachers in the future, and the improvement of those now actively engaged in school work. Permits have been issued to the full number of pupils which this County is entitled to in the Normal School. I take pleasure in testifying to the admirable tuition of Professor Newell, as shown by an actual examination of our own students, now in that institution.

Early in July, upon an invitation by this Board, Professors Newell and Leakin visited this County for the purpose of holding a Teachers' Institute. Although the Institute was held during vacation, when many of the teachers were absent, seeking relaxation, and at a season of intensely hot weather, the attendance of the teachers, which was purely voluntary, was large, and consisted of our most zealous and competent men and women. As the purposes of these meetings were not clearly understood, and the manner of conducting them entirely understood, to both the people and teachers, some were disposed to regard them as mere novelties of a new system, designed to cajole them into an appropriation; others looked upon them as stated opportunities for visionary professors to give air to their theories of education, or their methods of instruction, or it may be, to introduce a new series of Text-Books in which they had a pecuniary interest; and yet others expected long homilies on pedagogical methods, morals and manners, or *magnificats* with the finest rhetorical modulations in praise of education, or eulogies upon Cadmus, that apostle of letters to Greece, or upon Galileo, that martyr of science, or those fathers and doctors of more modern times Pestálozzi, Doctor Arnold, Horace Mann, or some other saint of our school hagiography—all interesting, but futile subjects. Upon assembling, however, it was soon learned that the proceedings were to be of the most practical character, and discussions in which all were to engage were to take the place of long and learned disquisitions. The Institute was opened daily with prayer by one of the clergy of our town, and by the reading, afterwards, of a short pertinent extract, by one the teachers. The subject of the day was then introduced by the Professors, such as the best method of teaching children to spell, to read or to write, or the proper use and the abuse of Text-Books; the value of oral teaching; the use of the black-board; school discipline, school offences and school punishments; school organization, with reference to classification, and the time to be devoted to the hearing of lessons. The teachers were called upon to give their views and state their own plans; and after the subject had been very thoroughly discussed, the Professor gave his own summing up, and laid down what he deemed to be the law, or rule of conduct. These discussions are always earnest and animated, and I feel sure that many teachers who were present were pleasantly surprised to find that what they had themselves been doing met the approbation of those who were their elders in the profession, and had made all systems their study. Their discussions also showed that we had men and women capable of thinking for themselves, ingenious in expedients and plans and able in the execution of them—any thing else than the traditional routine teachers. They showed too that the best

had much to learn, and the obscurest had something to teach. Our Institute continued in session four days, and but for the intense heat would have continued longer, as the interest was unabated.

Upon the adjournment of the Institute, a Teachers' Association was formed, which, according to its constitution, must meet once each term. Already there have been two meetings, with full attendance, the proceedings of one of which, with reference to sustaining our school law, and suggesting amendments, I had the honor to present to the Association of School Commissioners, at its last meeting.

Of the results of these Institutes and Associations, sufficient time has elapsed to enable me to speak confidently. The teachers who attended them entered upon their duties at the beginning of the present school year with renewed zeal; the indifferent were stimulated, and the weak and timid were encouraged. The good teacher felt the spur of ambition to distinguish himself among his fellows, while in the whole body was engendered that *esprit de corps*, which is so necessary in every profession. Our teachers are beginning to take pride in that prominence which excellence in any calling, bestows. Many of the suggestions and plans laid before the Association, are now acted upon in the schools in different parts of the County, and with great success. Teachers themselves say they are now better teachers than they were before, and I can substantiate what they declare. Unused black-boards are turned to account; outline maps are asked for; books to prosecute higher branches of study are demanded; school journals subscribed to, and our teachers are acquiring the first of all qualifications, a desire to know more, that they may teach better.

I must unite my voice with that of almost every school officer and teacher in the land, in lamenting that evil, which, of all others, most impairs the usefulness of our common schools, the irregularity of the attendance. It has become so great as almost to threaten the existence of a Public School system. The teachers and many interested in the subject of education, are demanding that legislative action should be had, compelling the parent to send his child to school, at least a part of the year. This would not be in accordance with the spirit of our institutions, and would hardly be tolerated by our people. No one is willing to be compelled to do right. The other remedies for this evil are so slow of action that the teacher who is harassed by the loss of discipline in his school, the complaints of parents of the small progress of their children, the increase of his labor, by the multiplication of his classes, is ready to abandon his school in despair. If he must wait for the community to be educated to such a point of appreciation of education that the parents will not keep their children at home to waste a

few dollars by their labor, or if he must continue to struggle to make his school, which more than one-half the time is deserted, so attractive that the children will not stay away, he fears that old age will find him still with a beggarly account of empty benches. Yet these are the only remedies that are feasible. The people do not know the extent of this evil. In this County, I believe I am safe in saying, not one-half the children, within the legal ages, attend one-half of any one term.

Another evil impedes us which is probably peculiar to this County, the multiplication of schools to such an extent that they cannot all be filled with a proper number of pupils to give interest to either children or teacher. This is owing to three circumstances. 1st, to the geographical formation of the County, previously referred to—our territory being cut up into narrow necks of land by creeks or arms of the bay. We are compelled to have schools in these neighborhoods, or deprive a large number of our people of their privileges; yet the population is often too small to give a sufficient number of children to contribute an efficient school. 2nd, to the existence of large landed estates, which prevents a great density of population, and enables and requires the proprietors to employ private tutors, or to send their children abroad, as Public Schools cannot be established for want of a proper number of children. That section of the County which was earliest subdivided into small farms has now, not only the most numerous, but the best attended and best taught schools; and there, too, we find the greatest interest in the cause of education, the teacher most esteemed, and the greatest amount of general intelligence. 3rd, to the existence in our midst of a large body of colored people, who are by law excluded from the schools. No one would think of advocating the admission of the children of these people into the schools for the whites; but as they make up fully two-fifths of our whole population, and much more than that proportion of the laborers who furnish the largest part of the children, our schools thereby fall short in their number of pupils one-third, if not one-half of what they would be, were our population homogeneous. This is an evil which time only can remedy. The continued division of landed estates and the gradual disappearance of the black race from among us, will ultimately give us full and effective schools.

The President of this Board has made it his duty to visit all the schools of the County, at least four times, except one so remote that he was not able to reach it so often. In these visits he has been thrown into contact, not only with the teachers and children, but with the parents. Upon the last he has endeavored to impress the necessity of sending their children regularly to school, and the duty of aiding the teacher, by upholding his authority and by words of en-

couragement. He has been accustomed to observe the order and discipline maintained by the teachers, and their method of instruction; to give such suggestions to them as he thought would be conducive to the excellence of the schools, and to afford them that sympathy in their ill requited labors which they so rarely receive. He has examined the children, at each visit, in their studies, inspected their books, and endeavored, in short addresses, to inspire them with an ambition to excel in their studies, and with a desire to practice those virtues which are the basis of good character. A less pleasant duty has been to listen to complaints made of teachers, to examine into their foundation, and administer the proper corrective, when necessary. In all these visits he has met with hospitality and courtesy from those, too, upon whom he had not even the claims of acquaintance; and though the labors have been arduous, they have always been cheered by the cordial greeting of the teachers, the bright smile of the children, and the warm reception of the parents into their homes when the day's work was over.

Upon a survey of the operations of the year, with whatever shortcomings, whether from incapacity within ourselves or from opposition without, it is evident that much has been accomplished. The conscientious worker may see where he has failed, and where he could have done better, but he is not blind to what has been done. Although this may not be appreciable by those not engaged actively in school duties, it being of such a nature that it cannot be measured by sensible standards, yet it is not the less real. A system of schools of many and novel details has been made to support another which was commended by long familiarity. Inaugurated amidst a great social revolution, and encountering at the very beginning, not simply the passive opposition of that wise conservatism, which induces us, to retain what is old though it may not be the best, rather than hastily to adopt what is new, though it may be better, but also that active opposition of highly wrought prejudice which classes all measures of a hostile party, however beneficent, in the same category with those which are most obnoxious, this system has been placed in successful operation. Temperateness, impartiality and conciliation have marked the administration of this law, and these have been met, on the part of our fellow citizens, with indulgence when errors have been committed, encouragement when difficulties have been encountered, and commendation more frequently than it was justly due. The standard of qualification of teachers applying for schools, has been raised; those already employed have been taught to be more efficient; methods of instruction have been improved; the interests of parents and children has been awakened; the school funds have been economized; school accounts are orderly and accurately kept; school

houses rendered more comfortable and attractive, and, in short, the whole school machinery made to work smoothly, evenly and profitably. And though this has not been done without much labor, many annoyances, and not a little solicitude, yet it has brought its reward to those who have been instrumental in its accomplishment. The consciousness of having done some good with no selfish end, the knowledge that whatever betide, they have laid the foundations, whoever may build, of a system of Free Public Schools in Talbot County, which will ever remain sources of unmixed satisfaction.

Very respectfully,
 SAMUEL A. HARRISON,
President of the Board.

Easton, December 26th, 1866.

WASHINGTON COUNTY.

REV. L. VAN BOKKELEN, LL. D.,
State Superintendent of Public Instruction.

Sir:

In accordance with the provisions of Sect. 5., By-Laws, and your circular C., I have the honor to present the following report, as President of the Board of School Commissioners for Washington County.

The statistics furnished in Tables, A, B, C, and D, are as full as they can be made. They lack that definite and positive value which would have attached to them, had the schools continued four terms, and the terms been fully kept in every school. As I advised you in my former report, a number of the schools did not open until after the 4th of September, 1865, and some for prudential reasons, or because of necessity, did not make full terms. With the prospects before us for the current year, it is hoped a far greater value will be given to the statistical report by a more careful attention to details upon the part of teachers and Commissioners.

The total number of different pupils in the schools last year (6,689) while embracing the greatest part of the children of the County, does not include all the available educational material. Many children who now attend private schools, or are taught in families, will eventually be drawn into the Public Schools; and the means now used for private tuition be, in a great measure, applied to the help of the system. A very liberal disposition is manifested by some of the patrons of public education in contributing largely of their means for the employment of first class teachers. In some of our districts, patrons by voluntary contributions add

from \$40 to \$135 per term to the salary of the teachers as fixed and paid by the Board of School Commissioners.

The Board are using every effort to foster and increase such liberality, and are encouraged to hope for success. They feel assured that the beneficial results of this system in the past will aid in enlarging the disposition and in extending in a greatly increased degree the good which has resulted heretofore.

The examination of teachers, which closed on the 31st of January, showed that about one-fourth failed to reach the standard. Their places have been filled by competent instructors. With this addition of new and good teachers, and the very beneficial results of the Teachers' Institute, so ably conducted here in September by Profs. Newell and Leakin, the schools have been re-opened with evidence of increased zeal and ability; and it is confidently expected that the results will be very marked.

In all the towns of the County the schools have been graded with very good results. The people are growing in favor towards the system. They see that there is uniformity and order, and that proper efforts are being made to accomplish the greatest possible good with the means in hand.

It is to be regretted that proper buildings have not yet been secured for a High School, and that its establishment has not yet been deemed practicable. The systematic arrangement of schools, which is being effected will soon provide such material for an advanced school as will earnestly demand its establishment, and, with such a demand, it is believed there will be found little, if any, difficulty in the way of opening a very creditable High School.

The subject of the continuance of the County tax has been presented to the people by publication of a notice containing the provisions of the law and the constitution, and urging them to act upon the suggestions at the approaching election. It has been fully canvassed during the year whenever opportunity offered, and will be still further urged on the people by circular letters and by every other available means. The need of a fund from which to provide for incidentals, rents, repairs, &c., is being daily felt, and while the subject has not attracted the attention due it, it is still thought that sufficient will be done to secure the continuance of the County tax until such time as it can be conveniently dispensed with.

The only available means for building thus far, has been contributions by way of loan by the people, upon the condition that six per cent. interest on the cost of the school house shall be allowed as rent until such time as the principal can be paid from the fund, or by voluntary contributions.

The uniformity of Text-Books has been productive of

much good, and has paved the way for greater favor towards the system. The frequent changes under our old local law was a source of great annoyance as well as of expenditure, and caused much dissatisfaction. The permanency and moderate cost attending the uniform series has dissipated much of this feeling, and has thus done good to the system of public education.

Very respectfully,

THOS. A. BOULLT,

President of the Board.

WORCESTER COUNTY.

TO REV. L. VAN BOKKELEN,

State Superintendent of Public Instruction.

Sir :

We have kept our schools open the entire year, so far as we could provide teachers. But some of the schools were kept open only a fraction of the term for which they were reported, and this occasions the average cost to appear small. To provide competent teachers has been one of our great difficulties, while the condition of our school houses and the accommodation to be secured for teachers in many of our County districts, have not been such as to invite teachers from abroad. Some attention has already been given to preparing for the position of teacher, and we hope ere long to have a supply of teachers from among our own people.

We have some surplus funds from our income of the past year, which we intend appropriating to building and repairing school houses. Something has been done towards the repairs of school houses ; but we have not received the plans and specifications prepared by the State Board, in time to do anything as yet toward building new ones. Orders have been passed for building several ; but from the cause here mentioned, no progress has been made in carrying out these orders. Where I have reported, in the balance statement, so few additional school houses needed, it is not that we need the additional number, and not that we do not need many new ones to supply the place of the old, the ill adapted ones we now have.

Our attention was, at first, confined to the district schools, and to getting them in successful operation, for we felt there was too much to do in that particular branch of our duty, to turn our attention so early to the establishment of High Schools. But as we advanced in our work, the question of High Schools came prominently before us.

Knowledge of our County, and of the disposition of our people in this matter assured us, that no one High School established at any place in the County would afford the de-

sired advantage to all sections of the County, and if parents were compelled to send their children from home to educate them, they would more likely send them out of the State or County, than send them to the High School of the County. In view of this, we concluded to establish, in the three centres of population (provided suitable buildings and furniture were furnished by the districts for that purpose,) such schools as would afford all the advantages of a High School education to those several districts. With such a proffer, we advertised for proposals for High Schools. Berlin has accepted the terms proposed, and we have established a High School there.

Under our arrangement, the High School is made to embrace the different departments of Primary, Grammar, and High School. The principal has the supervision of each of these departments. Tuition is furnished free in them all, even in the highest department, and in the most advanced studies taught therein.

In my previous report, I suggested a change in the law, such as would require a larger bond to be given by the treasurer, when there was a large County school fund. This, now, appears the more important, as our lawyers have pronounced, that under the existing law, any larger bond, than that specified in the law, would be void.

I would further suggest a provision requiring School Commissioners to give bond for the faithful appropriation of all school funds entrusted to them. It often occurs that large sums of money are paid over to them for disbursement, and large amount of books are in their hands. It would be well that there should be some security for the faithful discharge of this trust. And it would be much better to make such provision now, when there are good and faithful men in those positions, than to wait for some future time, when losses may have occurred.

One other amendment of the law I would propose. It has been suggested to me by a County Commissioner, (and the suggestion meets with the approval of all I have heard speak on the subject) that it would be better to make the school tax such as will cover all the expenses of the schools, and not to make one tax for the support of the schools, and another to pay the salaries of the School Commissioners.

SAML. K. STEWART,
President of the Board.

STATE TABLES

or

Public Schools.

TABLE A.

Showing the number of Schools open, and the number of Teachers in each County, during each School term, for the year ending June 30, 1866.

COUNTIES.	NUMBER OF SCHOOLS, TEACHERS AND PUPILS— FALL TERM.					NUMBER OF SCHOOLS, TEACHERS AND PUPILS— WINTER TERM.				
	Schools.	TEACHERS.			PUPILS.	Schools.	TEACHERS.			PUPILS.
		Men.	Women.	Total.			Men.	Women.	Total.	
Allegany	59	.....	.....	64	1,262	93	56	43	99	2,321
Anne Arundel	31	23	11	34	546	35	28	10	38	715
Baltimore	102	58	63	121	2,454	102	58	70	128	3,241
Calvert	15	13	2	15	133	19	15	4	19	269
Caroline	33	18	15	33	394	32	19	13	32	855
Cecil	64	16	56	72	1,248	65	22	53	75	1,896
Carroll	70	61	13	74	1,612	87	73	19	92	2,693
Charles	27	24	3	27	281	29	26	3	29	306
Dorchester	42	28	14	42	469	43	31	12	43	545
Frederick	94	83	20	103	2,238	101	86	28	114	3,705
Harford	72	17	55	72	1,082	71	27	44	71	1,627
Howard	24	21	3	24	439	25	21	5	26	719
Kent	25	16	10	26	364	33	31	19	32	763
Montgomery	35	21	14	35	546	41	23	18	41	955
Prince George .....	†	.....	.....	.....	.....	36	25	11	36	543
Queen Anne	45	36	9	45	714	45	36	9	45	864
Somerset	47	26	21	47	711	56	33	23	56	1,239
St. Mary's	21	20	1	21	150	21	20	1	21	237
Talbot	42	28	14	42	481	43	28	15	43	705
Washington	111	83	28	111	2,365	121	92	29	121	3,528
Worcester	53	28	26	54	622	55	29	27	56	1,215
	1,012	620	378	1,022	18,111	1,151	767	450	1,217	29,259
					35,107					19,136
					16,996					48,395

* Schools not open during the Summer term.

† Schools were open, but no report made by the Teachers.

TABLE A--Concluded.

COUNTIES.	NUMBER OF SCHOOLS, TEACHERS AND PUPILS— SPRING TERM.					NUMBER OF SCHOOLS, TEACHERS AND PUPILS— SUMMER TERM.						
	Schools.	TEACHERS.			PUPILS.	Schools.	TEACHERS.			PUPILS.		
		Men.	Women.	Total.			Men.	Women.	Total.			
Allegany	95	57	44	101	2,252	1,877	4,129	22	23	338	344	682
Anne Arundel.....	40	32	11	43	839	638	1,477	41	30	753	695	1,448
Baltimore.....	102	57	74	131	3,275	1,954	5,229	100	54	2,451	2,348	4,799
Calvert.....	18	15	3	18	333	200	533	18	15	293	218	511
Caroline	32	19	13	32	892	540	1,432	31	14	590	642	1,232
Cecil	64	22	53	75	1,822	930	2,752	.....	...	.....	.....	.....
Charles	49	40	12	52	1,357	871	2,228	.....	...	.....	.....	.....
Carroll	35	31	4	35	421	333	754	.....	...	.....	.....	.....
Dorchester....	42	28	14	42	1,034	643	1,677	46	28	759	775	1,534
Frederick	101	81	34	115	3,609	2,405	6,014	81	57	2,098	1,794	3,892
Harford	69	31	38	69	1,635	907	2,542	.....	...	.....	.....	.....
Howard	27	23	6	29	827	429	1,256	27	23	644	575	1,219
Kent	32	19	14	33	855	476	1,331	31	16	564	511	1,075
Montgomery	40	22	19	41	931	522	1,453	.....	...	.....	.....	.....
Prince George.....	35	23	12	35	629	479	1,108	36	24	680	560	1,240
Queen Anne	42	32	10	42	951	539	1,490	44	33	765	744	1,509
Somerset	59	31	28	59	1,429	1,101	2,536	61	31	1,254	1,233	2,487
St. Mary's.....	26	22	4	26	387	272	659	31	27	477	373	850
Talbot	38	25	13	38	765	474	1,239	39	26	659	598	1,257
Washington	120	91	29	120	3,447	2,661	6,108	.....	...	.....	.....	.....
Worcester	43	15	28	43	1,083	855	1,938	31	14	568	658	1,226
	1109	716	463	1,179	28,773	19,106	47,879	639	392	10,893	12,068	22,961

• Schools not open during the Summer term.



TABLE B.

Showing the average number of Schools, Teachers and Pupils; the number of different Schools and Teachers; the Total number of different Pupils who attended School during the year; and the average number studying each branch taught in each County during the School year ending June 30, 1898

COUNTIES.	AVERAGE NUMBER OF SCHOOLS, (OPEN)		TOTAL NUMBER OF DIFFERENT SCHOOLS,																
	TEACHERS AND PUPILS.		TEACHERS AND PUPILS.																
	TEACHERS.	PUPILS.	TEACHERS.	PUPILS.															
Number Months Schools were open.	Schools.	Men.	Women.	Total.	Schools.	Men.	Women.	Total.	Boys.	Girls.	Total.								
6	74	6-10	416-10	33	1-10	74	7-10	3,225	1,500	1,725	1,500	3,225	105	60	54	111	2,640	2,360	5,000
10	37	30	11	41	1,713	572	1,285	4,997	2,142	2,855	2,142	4,997	42	21	14	45	1,087	839	1,926
10	104	564	704	127	2,855	2,142	4,997	2,855	2,142	4,997	2,142	4,997	103	77	87	164	4,917	3,713	8,630
10	174	144	3	174	294	172	466	466	172	294	172	466	20	17	4	21	403	287	690
10	32	174	144	32	683	487	1,170	1,170	487	683	487	1,170	34	31	28	59	945	735	1,680
9	65	15	56	75	1,655	1,085	2,740	2,740	1,085	1,655	1,085	2,740	65	29	66	95	2,439	1,757	4,196
6	684	58	144	728	1,888	1,432	3,320	3,320	1,432	1,888	1,432	3,320	92	77	20	97	2,906	2,157	5,063
74	304	27	34	304	336	268	604	604	268	336	268	604	35	31	4	35	488	386	874
10	434	284	144	434	801	583	1,384	1,384	583	801	583	1,384	55	45	23	68	1,195	862	2,057
10	944	764	29	1054	2,912	2,212	5,124	5,124	2,212	2,912	2,212	5,124	108	97	44	151	4,487	3,401	7,888
74	704	25	454	704	1,448	1,044	2,492	2,492	1,044	1,448	1,044	2,492	76	37	64	101	1,853	1,377	3,230
10	254	22	44	264	657	422	1,079	1,079	422	657	422	1,079	27	33	40	73	935	720	1,655
10	304	174	13	304	656	416	1,052	1,052	416	656	416	1,052	32	24	9	43	889	586	1,475
74	39	22	18	40	811	523	1,334	1,334	523	811	523	1,334	41	5	20	45	1,216	784	2,000
10	354	24	114	354	617	473	1,090	1,090	473	617	473	1,090	43	24	3	37	680	560	1,240
10	44	344	54	44	800	506	1,306	1,306	506	800	506	1,306	45	46	3	53	1,287	833	2,120
10	54	30	24	54	1,157	987	2,144	2,144	987	1,157	987	2,144	64	32	32	64	1,425	1,206	2,631
10	244	224	24	244	313	220	533	533	220	313	220	533	31	27	4	31	554	451	1,005
10	404	264	134	404	653	474	1,127	1,127	474	653	474	1,127	43	35	2	56	1,102	708	1,810
74	118	90	28	118	3,113	2,553	5,672	5,672	2,553	3,113	2,553	5,672	122	98	33	131	3,742	2,947	6,689
10	454	214	244	464	872	734	1,606	1,606	734	872	734	1,606	66	40	40	80	1,641	1,293	2,934
9	1-10	1,091	706	445	1,150	18,911	24,830	43,759	18,911	24,830	18,911	43,759	1,369	926	607	1,533	36,831	27,962	64,793

TABLE B--Continued.

AVERAGE NUMBER OF PUPILS STUDYING EACH BRANCH

COUNTRIES.	Spelling.	Reading.	Writing.	Arithmetic.	Geography.	Grammar.	History.	Book-Keeping.	Algebra.	Philosophy.	Botany.	Composition.	Geometry.	Vocal Music.	Latin.	Greek.	Chemistry.
Allegany	2,650	2,116	1,395	1,203	588	276	179	2	2	...	...	...	...	...	...	...	...
Anne Arundel	1,114	995	831	725	550	395	242	12	19	62	...	...	...	...	...	...	...
Baltimore	4,614	4,004	3,619	3,163	2,172	1,434	887	122	50	200	24	32	...	...	...	...	...
Calvert	486	388	275	264	230	184	52	1	4	16	...	48	...	...	2	1	...
Caroline	1,064	886	731	649	414	304	137	5	7	36	...	...	...	...	...	...	...
Cecil	2,633	2,427	2,087	1,960	1,369	649	449	10	28	33	...	...	2	...	...	...	...
Carroll	3,227	2,623	2,084	1,735	827	433	433	18	27	20	...	8	3	...	...	...	...
Charles	522	582	393	348	251	207	72	2	2	11	...	...	...	...	...	...	...
Dorchester	1,382	1,227	964	858	579	378	166	15	17	35	...	...	...	...	...	...	...
Frederick	4,973	3,981	3,269	2,874	1,332	818	474	6	19	38	...	...	...	...	...	...	...
Harford	2,247	2,116	1,921	1,722	1,005	603	150	18	8	36	...	...	...	...	...	...	...
Howard	950	790	755	730	630	490	140	40	50	145	...	...	1	...	4	...	...
Keat	1,014	950	755	711	545	313	104	4	5	23	...	...	...	...	...	...	...
Montgomery	1,334	1,226	1,071	982	611	321	273	11	11	40	...	...	...	...	30	...	1
Prince George	911	815	667	558	374	285	204	9	5	30	11	25	...	...	...	...	...
Queen Anne	1,202	1,101	852	772	451	359	296	2	4	20	...	...	...	...	...	...	...
Somerset	1,902	1,553	1,255	1,034	653	463	293	34	19	89	...	...	...	...	...	...	...
St. Mary's	590	431	388	279	152	139	86	2	...	9	...	...	...	...	...	...	...
Talbot	1,126	1,016	772	691	586	362	220	2	11	25	...	...	...	...	...	...	...
Washington	4,903	4,567	3,736	3,246	1,423	865	672	49	54	33	...	...	...	...	...	...	...
Worcester	1,568	1,216	919	806	467	304	134	12	28	43	12	...	2	...	8	3	4
40,390	35,010	28,729	25,310	15,209	9,583	5,663	377	370	944	47	113	8	30	24	4	4	5

TABLE C.

Showing the number, style and condition of the School Houses and Furniture in each County, and in whom the Title is vested.

PUBLIC SCHOOL HOUSES, AND OF WHAT BUILT.												
COUNTIES	Whole Number.	Number yet required.	Number built during the year.	Number repaired during the year.	Number furnished during the year.	Log.	Frame.	Brick.	Stone.	Number more than one story high.	Number with more than one room.	Number of acres of land in School House lots.
Allegany	105	16	.....	.....	.....	60	42	3	...	...	...	...
Anne Arundel	45	4	3	12	8	3	40	2	...	...	2	30
Baltimore	103	8	.....	.....	4	22	59	10	12	2	5	32½
Calvert	31	5	2	16	3	10	11	.....	...	...	...	20½
Caroline	33	7	2	1	1	22	30	1	...	3	3	8
Cecil	49	6	0	7	1	3	33	15	12	3	5	12½
Charles	93	5	0	3	0	65	8	11	9	3	2	38½
Charles	36	.....	3	23	9	3	32	.....	...	...	...	34
Dorchester	65	15	.....	4	.....	2	52	1	...	...	...	...
Frederick	104	6	.....	68	2	48	1	24	31	7	6	...
Harford	69	.....	.....	.....	.....	19	37	5	8	...	...	52
Howard	27	12	1	13	1	18	8	1	...	1	1	24
Kent	32	6	.....	1	2	2	27	3	...	2	2	18
Montgomery	48	6	5	14	8	13	32	.....	1	1	2	18½
Prince George	43	.....	1	.....	.....	.....	42	1	...	1	1	...
Queen Anne	43	4	.....	.....	.....	7	31	5	...	1	1	...
Somerset	42	35	.....	.....	.....	.....	42	.....	...	...	...	21
St. Mary's	30	5	.....	5	11	1	29	.....	...	...	...	4
Talbot	42	2	.....	.....	.....	.....	41	1	...	4	4	10½
Washington	124	4	.....	56	17	45	21	38	20	5	6	26
Worcester	64	9	.....	3	1	1	63	.....	...	1	3	29
Totals	1,719	153	17	206	68	324	681	121	92	34	44	378½

TABLE C--Continued.

Showing the number, style and condition of School Houses and Furniture in each County, and in whom the Title is vested.

COUNTIES.	CONDITION OF SCHOOL HOUSES.					TITLES TO SCHOOL HOUSES VESTED IN.						
	Good.	Ordinary.	Bad.	Well furnished.	Badly furnished.	Furnished with Maps or Globes.	Board of School Commissioners.	County Commissioners.	Trustees of houses built by subscription.	Trustees of chartered Academies.	Private persons.	Number reported.
<i>Allegany</i> .....	...	10	95	...	105	...	1	6	6	...	98	6
<i>Anna Arundel</i>	19	17	9	14	31	1	42	...	...	...	...	2
<i>Baltimore</i>	86	18	27	61	42	27	64	...	22	3	14	5
<i>Calvert</i>	2	14	5	3	18	4	21	...	...	...	...	...
<i>Caroline</i>	5	11	17	...	33	...	...	...	...	...	...	...
<i>Cecil</i>	17	29	17	15	48	2	54	...	3	...	7	2
<i>Charles</i>	24	31	38	3	90	1	7	...	22	1	19	2
<i>Charles</i>	30	4	1	8	27	...	35	...	...	...	...	...
<i>Dorchester</i>	5	20	30	1	54	4	1	...	2	2	7	8
<i>Frederick</i>	21	54	29	1	103	48	...	...	...	...	...	4
<i>Harford</i>	25	20	24	20	49	...	25	...	17	1	18	6
<i>Howard</i>	4	13	10	2	25	2	2	...	...	...	4	1
<i>Kent</i> .....	...	11	21	1	31	1	29	...	...	...	5	...
<i>Montgomery</i>	7	27	12	6	40	4	24	...	16	2	3	1
<i>Prince George</i>	1	6	36	4	39	...	41	...	...	...	...	...
<i>Queen Anne</i>	6	25	12	...	43	...	...	...	...	2	...	2
<i>Somerset</i> .....	...	34	8	...	42	...	...	...	43	...	...	20
<i>St. Mary's</i>	1	13	16	...	30	...	...	...	30	...	...	1
<i>Talbot</i>	20	15	7	...	42	3	42	...	...	...	...	...
<i>Washington</i>	69	43	12	47	77	6	29	...	57	...	11	33
<i>Worcester</i>	9	23	32	1	63	1	53	...	2	4	4	6
Total	323	436	458	187	1,032	104	470	9	128	183	17	99

STATE TABLES
OF
Public Schools.

TABLE A.
Showing the number of Schools open, and the number of Teachers in each County, during each School term, for the year ending June 30, 1866.

COUNTIES.	NUMBER OF SCHOOLS, TEACHERS AND PUPILS— FALL TERM.					NUMBER OF SCHOOLS, TEACHERS AND PUPILS— WINTER TERM.				
	TEACHERS.			PUPILS.		Schoools.	TEACHERS.			PUPILS.
	Men.	Women.	Total.	Boys.	Girls.		Men.	Women.	Total.	
Allegany	59	.....	64	1,262	1,201	93	56	43	90	2,321
Anne Arundel	21	23	34	546	454	35	28	10	38	715
Baltimore	102	58	160	2,454	2,216	102	58	70	128	3,241
Calvert	15	13	28	133	98	19	15	4	19	289
Caroline	33	18	51	334	392	32	19	13	32	855
Cecil	64	16	80	1,348	1,347	65	22	53	75	1,896
Carroll	70	61	131	1,612	1,497	87	73	19	92	2,633
Charles	27	24	51	281	251	29	26	3	29	306
Dorchester	42	28	70	469	435	43	31	12	43	945
Frederick	94	83	177	2,238	2,178	101	86	28	114	3,705
Harford	72	17	89	1,082	1,186	71	27	44	71	1,627
Howard	24	21	45	439	356	25	21	5	26	719
Kent	25	16	41	266	335	31	19	13	32	763
Montgomery	35	21	56	546	481	41	23	18	41	955
Prince George .....	†	.....	.....	.....	.....	36	25	11	36	543
Queen Anne	45	36	81	714	724	45	36	9	45	864
Somerset	47	26	73	711	724	56	33	23	56	1,239
St. Mary's	21	20	41	150	120	21	20	1	21	237
Talbot	42	28	70	481	422	43	28	15	43	705
Washington	111	83	194	2,365	2,392	121	92	29	121	3,526
Worcester	53	28	81	622	616	55	29	27	56	1,215
Total	1,012	620	1,632	18,111	16,996	1,151	767	450	1,217	29,259
										48,395

* Schools not open during the Summer term. † Schools were open, but no report made by the Teachers.

TABLE A--Continued.

COUNTIES.	NUMBER OF SCHOOLS, TEACHERS AND PUPILS— SPRING TERM.					NUMBER OF SCHOOLS, TEACHERS AND PUPILS— SUMMER TERM.				
	TEACHERS.			PUPILS.		Schools.	TEACHERS.			PUPILS.
	Men.	Women.	Total.	Boys.	Girls.		Men.	Women.	Total.	
Allegany.....	95	57	101	2,252	1,877	22	...	...	23	338
Anne Arundel.....	40	32	43	839	638	41	30	15	45	753
Baltimore.....	102	57	131	3,275	1,954	100	54	74	128	2,451
Calvert.....	18	15	18	333	200	18	15	3	18	293
Caroline.....	32	19	32	892	540	31	14	17	31	590
Cecil.....	64	22	53	1,822	930	.....	...	...	.....	.....
Carroll.....	49	40	12	1,357	871	.....	...	...	.....	.....
Charles.....	35	31	35	421	333	.....	...	...	.....	.....
Dorchester.....	42	28	42	1,034	643	46	28	18	46	759
Frederick.....	101	81	115	3,609	2,405	81	57	34	91	2,098
Harford.....	69	31	69	1,635	907	.....	...	...	.....	.....
Howard.....	27	23	29	827	429	27	23	6	29	644
Kent.....	32	19	33	855	476	31	16	15	31	564
Montgomery.....	40	22	41	931	522	.....	...	...	.....	.....
Prince George.....	35	23	35	629	479	36	24	13	37	680
Queen Anne.....	42	32	42	951	539	44	33	11	44	765
Somerset.....	59	31	59	1,429	1,101	61	31	30	61	1,254
St. Mary's.....	26	22	26	387	272	31	27	4	31	477
Talbot.....	38	25	38	765	474	39	26	13	39	659
Washington.....	120	91	120	3,447	2,661	.....	...	...	.....	.....
Worcester.....	43	15	43	1,083	855	31	14	18	32	568
TOTAL.....	1109	716	1,179	28,773	19,106	639	392	271	686	12,093
										22,961

• Schools not open during the Summer term.

TABLE B.
Showing the average number of Schools, Teachers and Pupils; the number of different Schools and Teachers; the Total number of different Pupils who attended School during the year; and the average number studying each branch taught in each County during the School year ending June 30, 1886.

COUNTIES.	AVERAGE NUMBER OF SCHOOLS, (OPEN) TEACHERS AND PUPILS.										TOTAL NUMBER OF DIFFERENT SCHOOLS, TEACHERS AND PUPILS.									
	TEACHERS.				PUPILS.				TEACHERS.				PUPILS.							
	Schools.	Men.	Women.	Total.	Boys.	Girls.	Total.	Schools.	Men.	Women.	Total.	Boys.	Girls.	Total.						
Allegany	6	74	6-10	41	6-10	33	1-10	74	7-10	1,725	1,500	3,225	105	60	54	111	2,640	2,360	5,000	
Anne Arundel.....	10	37	30	11	70	11	41	1,285	1,572	2,857	42	31	14	45	1,087	839	1,926			
Baltimore.....	10	104	56	70	127	2,855	2,142	4,997	103	77	87	164	4,917	3,713	8,630					
Calvert.....	10	17	14	3	17	294	172	466	20	17	4	21	403	287	690					
Caroline	10	32	17	14	32	683	487	1,170	34	31	28	50	945	735	1,680					
Cecil	9	65	19	56	75	1,655	1,085	2,740	65	29	66	95	2,439	1,757	4,196					
Carroll	6	68	58	14	72	1,888	1,432	3,320	92	77	20	97	2,906	2,157	5,063					
Charles	7	30	27	34	30	336	268	604	35	31	4	35	488	386	874					
Dorchester.....	10	43	28	14	43	801	583	1,384	55	45	23	68	1,195	862	2,057					
Frederick	10	94	70	29	105	2,912	2,212	5,124	108	107	44	151	4,487	3,401	7,888					
Harford	7	70	25	45	70	1,448	1,044	2,492	76	37	64	101	1,853	1,377	3,230					
Howard	10	25	22	4	26	657	422	1,079	27	33	7	40	835	720	1,555					
Kent.....	10	30	17	13	30	656	416	1,052	32	24	19	43	889	586	1,475					
Montgomery.....	7	39	22	18	40	811	523	1,334	41	25	20	45	1,216	784	2,000					
Prince George.....	10	35	24	11	35	617	473	1,090	43	24	13	37	680	560	1,240					
Queen Anne.....	10	44	34	9	44	800	506	1,306	45	46	13	59	1,287	833	2,120					
Somerset.....	10	54	30	24	54	1,157	987	2,144	64	32	32	64	1,425	1,206	2,631					
St. Mary's.....	10	24	22	2	24	313	220	533	31	27	4	31	554	451	1,005					
Talbot.....	10	40	25	13	40	653	474	1,127	43	35	21	56	1,102	708	1,810					
Washington.....	7	118	90	28	118	3,113	2,559	5,672	122	98	33	131	3,742	2,947	6,689					
Worcester.....	10	45	21	24	46	872	734	1,606	66	40	40	80	1,641	1,293	2,934					
	9	1-10	1,091	705	445	1,150	34,630	18,911	43,759	1,359	926	607	1,533	36,831	27,962	64,793				

TABLE B--Continued.

AVERAGE NUMBER OF PUPILS STUDYING EACH BRANCH

COUNTIES.	Spelling.	Reading.	Writing.	Arithmetic.	Geography.	Grammar.	History.	Book-Keeping.	Algebra.	Philosophy.	Botany.	Composition.	Geometry.	Vocal Music.	Latin.	Greek.	Chemistry.
Allegany	2,850	2,116	1,395	1,203	588	276	179	2	2	2	..	..	..	..	..	..	..
Anne Arundel	1,114	995	831	725	550	396	242	12	19	62	..	..	..	..	..	..	..
Baltimore	4,614	4,004	3,619	3,183	2,172	1,434	887	122	50	200	24	32	..	..	..	..	..
Calvert	456	388	275	264	230	184	52	1	4	16	..	48	..	..	2	1	..
Caroline	1,064	886	731	649	414	304	137	5	7	36	..	..	..	..	2	..	..
Cecil	2,633	2,427	2,087	1,960	1,369	649	449	10	28	33	..	..	3	..	9	..	..
Carroll	3,227	2,623	2,084	1,735	827	433	433	18	27	20	..	8	5	..	..	..	..
Charles	522	582	393	348	251	207	72	2	2	11	..	..	..	..	..	..	..
Dorchester	1,392	1,227	964	858	579	378	166	15	17	35	..	..	..	..	..	..	..
Frederick	4,973	3,981	3,269	2,874	1,332	818	474	8	19	38	..	..	..	..	..	..	..
Harford	2,247	2,116	1,821	1,722	1,005	603	150	18	8	36	..	..	..	..	..	..	..
Howard	950	790	755	730	630	490	140	40	50	145	..	1	..	..	4	..	..
Kent	1,014	950	755	711	545	313	104	4	5	23	..	..	1	..	30	..	..
Montgomery	1,334	1,226	1,071	982	611	321	273	11	11	40	..	..	..	..	..	..	1
Prince George	911	816	667	558	374	285	204	9	5	30	11	25	..	..	3	..	..
Queen Anne	1,202	1,101	852	772	451	359	296	2	4	20	..	..	..	..	..	..	..
Somerset	1,902	1,553	1,255	1,034	653	463	293	34	19	89	..	..	..	..	..	..	..
St. Mary's	590	431	388	279	152	139	86	2	..	9	..	..	..	..	..	..	..
Talbot	1,128	1,016	772	691	586	362	220	2	11	25	..	..	..	..	..	..	..
Washington	4,903	4,567	3,726	3,246	1,423	865	672	49	54	33	..	..	..	..	..	..	..
Worcester	1,566	1,216	919	806	467	304	134	12	28	43	12	..	2	..	8	3	4
40,390	35,010	28,729	25,310	15,209	9,583	5,663	377	370	944	47	113	8	30	24	4	5	5

TABLE C.

Showing the number, style and condition of the School Houses and Furniture in each County, and in whom the Title is vested.

PUBLIC SCHOOL HOUSES, AND OF WHAT BUILT.

COUNTIES	Whole Number.	Number yet required.	Number built during the year.	Number repaired during the year.	Number furnished during the year.	Log.	Frame.	Brick.	Stone.	Number more than one story high.	Number with more than one room.	Number of acres of land in School House lots.
Albany	105	15	.....	.....	.....	60	42	3	...	...	...	...
Anne Arundel	45	4	3	12	8	3	40	2	...	...	2	30
Baltimore	103	8	.....	.....	4	22	59	10	12	2	5	324
Calvert	31	5	2	16	3	10	11	.....	...	...	...	204
Cecil	33	7	2	1	1	22	30	1	...	3	3	8
Cecil	49	6	0	7	1	3	33	15	12	3	5	124
Carroll	93	5	0	3	0	65	8	11	9	3	2	384
Charles	35	.....	3	23	9	3	32	.....	...	...	...	34
Donnerstag	55	14	.....	4	.....	2	52	1	...	...	...	...
Frederick	104	6	.....	68	2	48	1	24	31	7	6	...
Harford	69	.....	.....	.....	.....	19	37	5	8	...	...	52
Howard	27	12	1	13	1	18	8	1	...	1	1	24
Kent	32	6	.....	.....	2	2	27	3	...	2	2	16
Montgomery	46	6	5	14	8	13	32	.....	1	1	2	184
Princes George	43	.....	1	.....	.....	.....	42	1	...	1	1	...
Queen Anne	43	4	.....	.....	.....	7	31	5	...	...	...	...
Somerset	43	35	.....	.....	.....	.....	42	.....	...	...	...	21
St. Mary's	30	5	.....	5	11	1	29	.....	...	4	4	4
Talbot	42	2	.....	.....	.....	45	41	1	...	...	...	104
Washington	124	4	.....	36	17	45	21	38	20	5	5	26
Worcester	44	9	.....	3	1	1	63	.....	...	1	3	29
Totals	1,719	153	17	206	68	334	681	121	92	34	44	3784

TABLE C---Continued.
Showing the number, style and condition of School Houses and Furniture in each County, and in whom the Title is vested.

COUNTIES.	CONDITION OF SCHOOL HOUSES.					TITLES TO SCHOOL HOUSES VESTED IN.							
	Good.	Ordinary	Bad.	Well furnished.	Badly furnished.	Furnished with Maps or Globes.	Board of School Commissioners.	County Commissioners.	Trustees under old local laws.	Trustees of houses built by subscription.	Trustees of chartered Academies.	Private persons.	Number reported
Allegany.....	...	10	95	...	105	...	1	6	6	...	...	98	6
Anne Arundel.....	19	17	9	14	31	1	42	...	...	...	...	...	2
Baltimore.....	56	18	27	61	42	27	64	...	...	22	3	14	5
Calvert.....	2	14	5	3	18	4	21	...	...	...	...	...	...
Caroline.....	5	11	17	...	33	...	...	...	...	...	...	...	...
Cecil.....	17	29	17	15	48	2	54	...	...	3	...	7	2
Carroll.....	24	31	38	3	90	1	7	...	27	22	1	19	2
Charles.....	30	4	1	8	27	...	35	...	...	...	...	...	...
Dorchester.....	5	20	30	1	54	4	1	...	35	2	2	7	8
Frederick.....	21	54	29	1	103	48	...	...	...	...	...	...	4
Harford.....	25	20	24	20	49	...	25	...	7	17	1	18	6
Howard.....	4	13	10	2	25	2	2	...	20	...	...	4	1
Kent.....	...	11	21	31	31	1	29	...	...	...	2	5	...
Montgomery.....	7	27	12	6	40	4	24	...	2	16	2	3	1
Prince George.....	1	6	36	4	39	...	...	...	...	...	...	...	...
Queen Anne.....	6	35	12	...	43	...	41	...	...	...	2	...	2
Somerset.....	...	34	8	...	42	...	...	...	...	43	...	...	20
St. Mary's.....	1	13	16	...	30	...	...	...	30	...	...	...	1
Talbot.....	20	15	7	...	42	3	42	...	...	...	...	...	...
Washington.....	69	43	12	47	77	6	29	3	1	57	...	11	33
Worcester.....	9	23	32	1	63	1	53	...	...	2	4	4	6
Total.....	323	438	458	187	1,032	104	470	9	128	183	17	190	99

TABLE D.

Showing the amount paid for Teachers' Salaries, Incidental Expenses and Rent of School Houses, the total cost of Schools; also the average cost of each School and each Pupil, and the estimated value of all School property in each County, for the School year ending, June 30, 1866.

COUNTIES.	AVERAGE NUMBER OF SCHOOLS, TEACHERS AND PUPILS.				Total Number of Different Pupils.	Total amount paid for Teachers' salaries.	Total amount paid for incidental Expenses.	Total amount paid for Rent of School Houses and lots.
	Schools.	Teachers.	Pupils.					
Allegany.....	74	74	3,225		5,000	\$21,407 39	\$1,354 67	\$445 00
Anne Arundel.....	37	41	1,285		1,926	15,487 22	1,274 39	80 00
Baltimore.....	101	127	4,997		8,630	52,918 33	5,022 26	261 00
Calvert.....	17	17	466		690	5,793 11	436 35	24 00
Caroline.....	32	32	1,170		1,680	9,145 69	602 14	.....
Cecil.....	65	75	2,740		4,196	19,846 56	2,448 91	50 00
Charles.....	30	72	3,320		5,063	16,170 31	1,200 18	25 00
Charles.....	30	30	604		874	7,406 66	123 18	.....
Dorchester.....	43	43	1,384		2,057	14,249 59	1,260 31	179 90
Frederick.....	94	103	5,124		7,888	32,192 03	2,792 82	.....
Harford.....	70	70	2,492		3,230	14,895 12	408 86	.....
Howard.....	25	26	1,079		1,655	12,492 99	763 03	18 00
Kent.....	30	30	1,052		1,475	9,962 98	1,328 17	.....
Montgomery.....	39	40	1,334		2,000	10,403 84	448 36	12 00
Prince George.....	35	35	1,099		1,240	11,191 16	1,067 13	42 31
Queen Anne.....	44	44	1,306		2,120	17,309 00	890 05	.....
Somerset.....	54	54	2,144		2,631	18,734 69	1,947 57	189 25
St. Mary's.....	24	24	533		1,005	7,859 77	243 35	20 00
Talbot.....	40	40	1,127		1,810	14,260 63	1,089 48	.....
Washington.....	118	118	5,672		6,689	33,451 14	4,022 94	989 50
Worcester.....	45	46	1,606		2,934	11,502 29	1,012 94	243 36
	10 91	1,150	43,750		64,799	\$356,680 50	\$29,737 09	\$2,589 32

TABLE D--Continued.

COUNTIES.	Total cost of Schools.	Average cost of each School.	Cost of each Aver- age Pupil.	Cost of each differ- ent Pupil.	Amount expended du- ring the year in build- ing, repairing and fur- nishing School-houses not included in incl- dental expenses.	Estimated value of School-houses, School house lots and School furniture.	Value of School books sold or loaned.
Allegany.....	\$23,207 06	\$313 18	\$7 19	\$4 64	\$79 00	\$.....	\$3,071 20
Anne Arundel.....	16,851 61	455 57	13 11	8 75	1,439 17	23,800 00	1,897 59
Baltimore.....	58,201 59	573 41	11 64	6 74	928 62	39,300 00	11,591 83
Calvert.....	6,253 48	357 34	13 41	9 06	3,148 65	6,445 06	573 55
Caroline.....	9,747 83	304 62	8 33	5 82	150 00	.....	1,255 69
Cecil.....	22,345 47	343 78	8 16	5 32	1,105 18	29,500 00	3,064 12
Carroll.....	17,395 49	253 33	5 24	3 44	.....	21,170 00	3,295 61
Charles.....	7,529 84	248 24	12 47	8 62	3,970 63	10,100 00	192 32
Dorchester.....	15,689 80	362 77	11 33	7 62	.....	6,525 00	1,508 64
Frederick.....	34,984 85	371 19	6 82	4 44	1,443 48	16,050 00	6,947 54
Harford.....	15,303 98	216 56	6 11	4 72	50 00	12,300 00	501 00
Howard.....	13,274 02	515 50	12 30	8 02	1,212 16	9,800 00	1,112 30
Kent.....	11,291 15	392 58	10 73	7 66	160 00	7,400 00	1,110 13
Montgomery.....	10,864 20	278 57	8 14	5 43	3,528 16	19,200 00	911 45
Prince George.....	12,300 60	344 88	11 28	9 92	1,762 16	.....	709 00
Queen Anne.....	18,199 05	413 61	13 93	8 58	.....	8,600 00	1,432 02
Somerset.....	20,871 51	386 51	9 73	7 93	76 02	.....	1,854 97
St. Mary's.....	8,123 12	328 21	15 23	8 08	665 48	6,100 00	585 48
Talbot.....	15,350 11	379 01	13 62	8 48	.....	15,000 00	1,735 08
Washington.....	38,463 58	325 96	6 78	5 77	325 20	41,000 00	3,181 88
Worcester.....	12,758 59	280 41	7 94	4 35	30 76	12,300 00	1,838 47
	\$386,006 91	\$356 56	\$8 39	\$6 00	\$20,074 67	\$284,690 06	\$48,372 16

TABLE III.
Showing the sources of receipts of Public School Money in all the Counties, exclusive of the City of Baltimore, for the financial year ending July 31st, 1886.

COUNTIES.	From State School Tax for 1885.	From County School Tax for 1885.	From County School Tax for 1886.	From Free School Fund.	From State Donations.	From Interest on Investments.	From Fines.
Alegany.....	\$16,918 64	\$ 2,500 00	\$5,912 05	\$1,200 00	\$.....	\$.....	\$.....
Anne Arundel.....	14,652 71	10,585 00	6,479 85	800 00	.....	.....	.....
Baltimore.....	29,999 26	20,217 00	* 8,038 54	* 1,600 00	875 52	587 22	587 22
Calvert.....	6,401 80	1,364 75	2,248 39	† 2,800 00	236 55	.....	.....
Caroline.....	6,824 30	.....	4,825 29	1,600 00	1,269 06	.....	.....
Cecil.....	13,474 01	8,533 84	2,903 04	800 00	.....	.....	.....
Carroll.....	11,302 17	.....	3,662 29	800 00	4,519 75	.....	.....
Charles.....	10,754 93	.....	2,327 09	400 00	.....	.....	.....
Dorchester.....	12,176 83	.....	* 6,070 81	.....	.....	.....	.....
Frederick.....	27,214 66	4,000 00	6,261 13	.....	.....	.....	.....
Harford.....	10,445 71	.....	4,026 27	.....	.....	.....	.....
Howard.....	8,046 68	2,854 50	3,268 97	.....	.....	.....	.....
Kent.....	7,680 28	.....	3,284 55	100 00	.....	.....	.....
Montgomery.....	10,745 54	.....	* 9,734 08	.....	.....	.....	.....
Prince George.....	.....	11,750 00	3,545 78	1,200 00	2,572 47	.....	.....
Queen Anne.....	9,468 59	6,115 05	2,451 01	400 00	1,015 00	.....	.....
Somerset.....	12,250 20	.....	* 5,751 91	400 00	.....	.....	.....
St. Mary's.....	8,883 66	1,725 38	2,720 16	.....	.....	.....	.....
Talbot.....	8,567 41	3,072 91	2,877 55	400 00	.....	.....	.....
Washington.....	18,446 09	.....	* 5,828 56	* 2,800 00	6,068 66	87 00	87 00
Worcester.....	12,677 31	.....	3,545 26	1,200 00	3,708 53	.....	.....
	\$256,930 78	\$72,718 43	\$7,563 00	\$16,500 00	\$20,253 54	\$674 22	\$674 22

* Two years.

† Three years.

TABLE E---Continued.

COUNTIES.	From Teachers' Certificates.	From sales or use of Books.	From Money due the County School Fund for arrears of Taxes, &c.	From all other sources.	Loans.	Total.
Allegany	\$ 20 00	\$3,118 18	\$5,379 83	\$ 71 22	.....	\$ 35,119 92
Anne Arundel.....	.....	1,826 94	426 81	.....	9,043 88	43,814 99
Baltimore	109 00	12,422 53	575 21	30 00	24,000 00	104,006 28
Calvert.....	28 52	539 16	319 88	22 53	2,800 00	16,761 58
Caroline.....	24 00	1,255 69	.....	.....	.....	15,798 34
Cecil.....	104 00	3,844 68	2,577 26	338 19	.....	32,575 02
Carroll.....	102 00	3,393 86	1,631 49	.....	.....	25,411 56
Charles	23 00	192 92	.....	.....	.....	13,697 94
Dorchester.....	15 00	1,559 25	1,283 96	11 00	.....	21,116 85
Frederick.....	129 54	6,947 54	2,897 22	.....	.....	47,450 09
Harford.....	32 00	501 09	.....	.....	.....	15,005 07
Howard	42 00	1,112 30	.....	.....	.....	17,624 46
Kent	35 00	1,110 13	.....	300 00	.....	13,083 11
Montgomery.....	26 00	911 45	53 15	800 00	.....	22,879 50
Prince George.....	8 00	709 00	730 50	731 93	.....	20,170 68
Queen Anne.....	46 00	1,482 12	335 45	50 00	.....	23,045 60
Somerset.....	35 00	1,854 97	5,661 80	1,500 00	.....	25,953 88
St. Mary's.....	9 00	585 48	372 47	.....	.....	14,296 15
Talbot.....	28 00	1,387 90	.....	170 29	2,000 00	18,504 66
Washington.....	114 00	2,949 02	3,914 43	6,000 00	.....	49,197 76
Worcester	28 00	1,838 47	537 46	.....	.....	23,533 03
	\$958 06	\$40,542 08	\$37,204 55	\$10,026 16	\$37,843 89	\$596,075 86

T A B L E F.
Showing the Disbursements in all the Counties, exclusive of the City of Baltimore, for the Financial Year ending July 31, 1866.

COUNTIES

	Total amount paid for cost of Schools.	Amount paid for Books and Stationery.	Amount paid for Building, Repairing and Furnishing School Houses.	Amount paid to High Schools & Academies.	Amount paid for Interest.	Amount paid for Teachers' Salaries.	Amount paid for Account Books & Office Expenses.
Allegany.....	\$23,207 06	\$5,330 16	\$79 00	\$.....	\$.....	\$500 00	\$662 55
Anne Arundel.....	16,851 61	2,383 42	1,439 17	800 00	.....	485 10	643 70
Baltimore.....	58,196 29	8,677 00	928 62	.....	511 43	800 00	688 54
Calvert.....	6,253 46	1,083 70	3,148 65	.....	58 80	299 67	466 17
Caroline.....	9,747 89	2,240 29	150 00	133 34	.....	400 00	76 02
Cecil.....	17,395 49	4,736 42	.....	.....	314 08	500 00	114 76
Charles.....	22,345 47	4,137 80	\$1,105 18	695 00	.....	500 00	107 93
Dorchester.....	7,529 84	940 63	3,970 63	.....	.....	312 50	150 00
Dorchester.....	15,689 80	2,795 71	.....	.....	.....	350 00	177 05
Frederick.....	34,984 85	7,843 83	1,443 48	.....	24 67	600 00	228 55
Harford.....	15,303 98	1,091 75	50 00	.....	.....	300 00	51 52
Howard.....	13,274 02	2,143 19	1,212 16	.....	.....	300 00	144 45
Kent.....	11,291 15	900 00	160 00	100 00	.....	.....	.....
Montgomery.....	10,864 20	2,014 55	3,531 90	.....	27 76	300 00	68 60
Prince George.....	12,300 60	.....	1,762 16	.....	.....	500 00	167 28
Queen Anne.....	18,199 05	1,085 47	.....	.....	.....	425 00	63 57
Somerset.....	20,871 51	3,670 06	76 02	.....	.....	400 00	449 60
St. Mary's.....	8,123 12	1,295 67	665 48	.....	.....	300 00	209 85
Talbot.....	14,588 04	2,093 81	.....	.....	48 93	.....	149 87
Washington.....	38,463 58	5,050 75	325 20	.....	.....	600 00	491 90
Worcester.....	12,758 59	4,044 01	30 76	.....	.....	430 00	125 65
Totals.....	\$388,239 54	\$63,558 92	\$20,078 41	\$1,728 34	\$985 57	\$8,302 17	\$5,238 16

TABLE F--Continued.

COUNTIES.	Amount paid Pres- idents' Commission.	Amount paid By-laws, Blanks, Printing, Advertising and Counsel Fees.	Amount paid for all other purposes.	Amount paid to Col- ored Schools, being the tax paid by col- ored persons.	Amount of Debts of Local School Boards paid.	Amount of Loans paid.	Total Disbursements.
Allegany	\$1,800 00	\$300 00	\$1,227 00	\$.....	\$.....	\$.....	\$33,106 47
Anne Arundel	1,180 00	.....	.....	.....	8,216 05	8,500 00	40,498 85
Baltimore .....	.....	814 88	90 40	.....	20,217 78	13,500 00	103,924 84
Calvert	900 00	526 73	516 33	.....	2,277 49	1,218 43	16,760 03
Caroline .....	.....	.....	.....	.....	1,469 03	.....	14,216 51
Carroll .....	.....	253 85	180 00	22 50	51 77	.....	23,204 79
Cecil .....	.....	40 00	.....	.....	2,490 77	.....	31,736 23
Charles .....	.....	13 50	43 55	.....	.....	.....	12,960 65
Dorchester .....	.....	235 90	.....	123 85	38 63	.....	19,412 64
Frederick .....	.....	53 00	460 71	.....	32 00	.....	45,671 00
Harford .....	.....	.....	.....	.....	.....	.....	16,797 25
Howard .....	.....	.....	.....	.....	.....	.....	17,073 82
Kent .....	.....	.....	.....	.....	.....	.....	12,451 15
Montgomery .....	.....	37 00	162 25	.....	.....	.....	17,006 26
Prince George .....	.....	.....	75 00	.....	4,182 34	.....	18,987 38
Queen Anne	1,250 00	.....	163 75	.....	310 00	.....	24,496 84
Somerset .....	.....	.....	167 82	.....	.....	.....	25,635 01
St. Mary's .....	.....	150 86	.....	.....	2609 00	.....	13,363 98
Talbot .....	.....	.....	74 75	.....	.....	1,500 00	18,455 40
Washington .....	.....	.....	.....	30 60	.....	.....	44,961 43
Worcester .....	.....	13 35	298 40	.....	1,465 66	.....	19,165 88
Total.....	\$5,130 00	\$1,939 07	\$3,410 02	\$178 15	\$13,359 82	\$24,719 43	\$596,880 80

COUNTY TABLES
OF
Public Schools.

TABLE A--Continued.

COMMISSIONER DISTRICTS.	NUMBER OF SCHOOLS, TEACHERS AND PUPILS— SPRING TERM.						NUMBER OF SCHOOLS, TEACHERS AND PUPILS— SUMMER TERM.					
	TEACHERS.			PUPILS.			TEACHERS.			PUPILS.		
	Schools.	Men.	Women.	Total.	Boys.	Girls.	Schools.	Men.	Women.	Total.	Boys.	Girls.
1	12	8	4	12	214	168	3	...	...	3	39	38
2	18	7	13	20	412	360	...	...	...	...	...	...
3	10	6	5	11	355	284	...	...	...	...	...	...
4	14	7	9	16	478	397	7	...	...	8	174	169
5	19	10	10	19	345	289	2	...	...	2	13	20
6	22	19	4	23	448	379	10	...	...	10	112	127
8	...	...	...	...	...	...	...	...	...	...	...	...
Totals....	95	57	44	101	2,252	1,877	22	...	...	23	338	344
						4,129						682

REPORT OF PUBLIC SCHOOLS OF ALLEGANY COUNTY—Continued.

TABLE B.

Showing the average number of Schools, Teachers and Pupils; the number of different Schools and Teachers; the total number of different Pupils who attended School during the year; and the average number studying each branch taught.

COMMISSIONER DISTRICTS.	NUMBER MONTHS SCHOOLS WERE OPEN.	AVERAGE NUMBER OF SCHOOLS, (OPEN) TEACHERS AND PUPILS.					TOTAL NUMBER OF DIFFERENT SCHOOLS, TEACHERS AND PUPILS.				
		Schools.	TEACHERS.			PUPILS.	Schools.	TEACHERS.			PUPILS.
			Men.	Women.	Total.			Men.	Women.	Total.	
1	6	8.2	5.3	2.9	8.2	102.7					
2	6	17.	7.	10.6	17.6	370.3					
3	6	10.	6.	4.	10.	299.6					
4	6	10.7	4.2	6.5	10.7	287.5					
5	6	14.3	7.1	7.1	14.3	212.2					
6	6	14.	12.	2.	14.	228.2					
7	...	.....	.....	.....	.....	.....
8	...	.....	.....	.....	.....	.....
Totals...	6	74.1	41.6	33.1	74.7	1,500.5					
						1,725.1					
						3,225					

This Table cannot be answered. The Teachers and Commissioners did not understand the proper heading in the report, and the returns are consequently not correct. I judge that six or seven hundred children were in the schools at different times, not reported so as to be represented in this Table. The greatest number in the schools was 5,000.

TABLE B---Concluded.

COMMISSIONER DISTRICTS.		NUMBER MONTHS SCHOOLS WERE OPEN.	AVERAGE NUMBER OF PUPILS STUDYING EACH BRANCH.									
			Spelling.	Reading.	Writing.	Arithmetic.	Geography.	Grammar.	History.	Book-Keeping.	Algebra.	Philosophy.
1	8	6	179.7	140.5	92.	69.	21.7	18.7	27.	2.7	1.5	.....
2	6	6	549.7	416.5	290.	276.2	113.2	38.7	65.	.....	.....	.....
3	6	6	428.2	326.2	213.2	219.5	105.	63.	34.2	.....	.....	.....
4	6	6	587.	463.7	309.2	245.2	151.2	79.	38.5	.....	.....	.....
5	6	6	441.	425.2	247.5	229.5	120.2	41.2	37.7	.....	.....	.....
6	6	6	265.	344.	243.2	163.7	77.	35.5	34.7	.....	.....	.....
7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals.....		6	2,650.6	2,116.1	1,395.1	1,203.1	588.3	276.1	178.6	2.7	1.5	.....

REPORT OF PUBLIC SCHOOLS OF ALLEGANY COUNTY—Continued.

TABLE C.

Showing the number, style and condition of the School Houses and Furniture, and in whom the Title is vested.

COMMISSIONER DISTRICTS.	PUBLIC SCHOOL HOUSES, AND OF WHAT BUILT.											
	Whole number.	Number yet re- quired.	Number built dur- ing the year.	Number repaired during the year.	Number furnish- ed during the year.	Log.	Frame.	Brick.	Stone.	Number more than one story high.	Number with more than one room.	Number of acres of land in School House lots.
1	11	6	.....	.....	.....	10	.....	1	.....	.....	.....	.....
2	6	.....	.....	.....	.....	.....	5	1	.....	.....	.....	.....
3	15	15	.....	.....	.....	3	11	1	.....	.....	.....	.....
4	18	5	.....	.....	.....	15	3	.....	.....	.....	.....	.....
5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals.....	105	26	.....	.....	.....	60	42	3	.....	.....	.....	.....

TABLE C--Concluded.

COMMISSIONER DISTRICTS.		CONDITION OF SCHOOL HOUSES.						TITLES TO SCHOOL HOUSES VESTED IN.					
Good.	Ordinary.	Bad.	Well furnished.	Badly furnished.	Furnished with Maps or Globes.	Bd. of School Commissioners.	County Commissioners.	Trustees under old local laws.	Trusts of houses built by subscription	Trusts of chartered academies.	Private persons or Companies.	Number rented.	
1	1	.....	.....	.....	.....	.....	.....
2	
3	
4	
5	
6	
7	
8	
Totals		10	95	105	.....	1	.....	6	.....	.....	98	6

REPORT OF THE PUBLIC SCHOOLS OF ALLEGANY COUNTY—Continued.

TABLE D.

Showing the amount paid for Teachers' Salaries, Incidental Expenses and Rent of School Houses; also, the average cost of each School and each Pupil, and the estimated value of all School Property in each Commissioner District.

COMMISSIONER DISTRICTS.	AVERAGE NUMBER OF SCHOOLS, TEACHERS AND PUPILS.			Total number of different Pupils.	Total Amount paid for Teachers' salaries.	Total amount paid for incidental expenses.	Total amount paid for rent of school houses and lots.
	Schools.	Teachers.	Pupils.				
1	8.2	8.2	243	.....	\$2,314 67	\$121 41	\$20 00
2	17.	17.6	768	.....	4,136 38	402 25	199 00
3	10.	10.	630	.....	2,704 04	112 21	.....
4	10.7	10.7	621	.....	3,948 27	146 31	160 00
5	14.2	14.2	462	.....	4,303 08	329 19	76 00
6	14.	14.	501	.....	4,000 95	243 30	.....
7	.....	.....	.....	.....	.....	.....	.....
8	.....	.....	.....	.....	.....	.....	.....
Totals	74.1	74.7	3225	5,000	\$21,407 39	\$1,354 67	\$445 00

TABLE D--Continued.

COMMISSIONER DISTRICTS.	Total cost of Schools.	Average cost of each School.	Cost of each Average Pupil.	Cost of each different Pupil.	Amount expended during the year in build- ing, repairing and furnishing School- houses, not included in incidental expenses.	Estimated value of School-houses, School-house lots & School furniture.	Value of School books distributed, whether sold or loaned.
1	\$2,459 08	\$270 29	\$10 10	.....	\$79 00	.....	\$122 24
2	4,787 63	278 70	6 17	.....	.....	.....	723 78
3	3,816 25	281 62	4 47	.....	.....	.....	483 28
4	4,944 58	396 70	7 00	.....	.....	.....	611 10
5	4,763 27	331 57	10 19	.....	.....	.....	647 61
6	4,244 25	303 16	8 07	.....	.....	.....	583 19
8	.....	.....	.....	.....	.....	.....	.....
Totals,	\$23,207 06	\$313 18	\$7 19	\$4 64	\$79 00	Impossible to make an estimate.	\$3,071 20

REPORT OF F. R. ANSPACH, PRESIDENT OF THE BOARD OF SCHOOL COMMISSIONERS OF ANNE ARUNDEL COUNTY, MD.
Showing the condition of the Public Schools for the School year, ending June 30th, 1883.

TABLE A.

Showing the number of Schools open each Term, and the number of Teachers and Pupils in each Commissioner District.

COMMISSIONER DISTRICTS.	NUMBER OF SCHOOLS, TEACHERS AND PUPILS— FALL TERM.										NUMBER OF SCHOOLS, TEACHERS AND PUPILS— WINTER TERM.										
	TEACHERS.					PUPILS.					TEACHERS.					PUPILS.					
	Schools.	Men.	Women.	Total.		Schools.	Boys.	Girls.	Total.		Schools.	Men.	Women.	Total.		Schools.	Boys.	Girls.	Total.		
1	8	7	1	8	127	118	245	9	8	1	9	221	151	372	35	28	10	38	715	502	1,217
2	7	6	1	7	79	64	143	8	8	0	8	109	70	179	7	8	0	8	205	175	380
3	7	4	6	10	206	181	387	7	4	6	10	205	175	380	11	8	3	11	180	106	286
4	9	6	3	9	134	91	225	11	8	3	11	180	106	286	...	...	...	...	...	...	...
5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Totals	31	23	11	34	546	454	1,000	35	28	10	38	715	502	1,217							

REPORT OF PUBLIC SCHOOLS OF ANNE ARUNDEL COUNTY—Continued.

TABLE B.

Showing the *average number of Schools, Teachers and Pupils*; the *number of different Schools and Teachers*; the *total number of different Pupils who attended School during the year*; and the *average number studying each branch taught*.

COMMISSIONER DISTRICTS.		NUMBER MONTHS SCHOOLS WAS OPEN.		AVERAGE NUMBER OF SCHOOLS, (open) TEACHERS AND PUPILS.					TOTAL NUMBER OF DIFFERENT SCHOOLS, TEACHERS AND PUPILS.						
		SCHOOLS.	TEACHERS.			PUPILS.			SCHOOLS.	TEACHERS.			PUPILS.		
			Men.	Women.	Total.	Boys.	Girls.	Total.		Men.	Women.	Total.	Boys.	Girls.	Total.
1	10	8 2-4	7 2-4	1	8 2-4	177	141	318	9	8	1	9	277	200	477
2	10	9	8	1	9	119	94	213	9	8	1	9	180	139	319
3	10	9	6	3	12	233	210	443	12	7	8	15	364	300	664
4	10	10	8	3	11	184	127	311	12	8	4	12	266	200	466
5	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
7	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
8	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals...	10	36 2-4	29 2-4	11	41	713	572	1,285	42	31	14	45	1,087	839	1,926

TABLE B--Continued.

COMMISSIONER DISTRICTS.		AVERAGE NUMBER OF PUPILS STUDYING EACH BRANCH.										
NUMBER MONTHS SCHOOLS WERE OPEN.		Spelling.	Reading.	Writing.	Arithmetic.	Geography.	Grammar.	History.	Book-Keeping.	Algebra.	Philosophy.	
1	10	282	248	217	195	134	77	51	3	4	5	
2	10	181	194	142	101	97	72	49	4	1	12	
3	10	344	322	255	258	182	137	55	5	14	27	
4	10	307	231	217	171	137	110	87	...	...	18
5	...	.....	.....	.....	.....	.....	.....	...	...	...	...
6	...	.....	.....	.....	.....	.....	.....	...	...	...	...
7	...	.....	.....	.....	.....	.....	.....	...	...	...	...
8	...	.....	.....	.....	.....	.....	.....	...	...	...	...
Totals.....		1,114	995	831	725	550	396	242	12	19	62	

REPORT OF PUBLIC SCHOOLS OF ANNE ARUNDEL COUNTY—Continued.

T.A.BLER C.

Showing the number, style and condition of the School Houses and Furniture, and in whom the Title is vested.

PUBLIC SCHOOL HOUSES, AND OF WHAT BUILT.												
COMMISSIONER DISTRICTS.	Whole number.	Number yet re- quired.	Number built dur- ing the year.	Number repaired during the year.	Number furnish- ed during the year.	Log.	Frame.	Brick.	Stone.	Number more than one story high.	Number with more than one room.	Number of acres of land in School House lots.
1	9	1	1	7	8	2	7	.....	.....	.....	.....	1
2	12	.....	1	.....	.....	.....	11	1	.....	.....	.....	10
3	12	2	1	.....	.....	1	10	1	.....	.....	2	10
4	12	1	.....	3	.....	.....	12	.....	.....	.....	.....	9
5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals.....	45	4	3	12	8	3	40	2	.....	.....	2	30

TABLE C--Continued.

COMMISSIONER DISTRICTS.	CONDITION OF SCHOOL HOUSES.						TITLES TO SCHOOL HOUSES VESTED IN.						
	Good.	Ordinary.	Bad.	Well furnished.	Badly furnished.	Furnished with Maps or Globes.	Bd. of School Commissioners.	County Commis- sioners.	Trustees under old local laws.	Trust's of houses built by subscrip- tion.	Trustees of char- tered Academies.	Private persons or Companies.	Number rented.
1	4	3	2	2	4	1	9	...	...	...	...	...	...
2	7	4	1	7	...	...	11	...	...	...	...	...	...
3	5	5	2	4	8	...	11	...	...	...	...	...	1
4	3	5	4	1	11	...	11	...	...	...	...	...	1
5	...	...	...	...	...	...	...	...	...	...	...	...	...
6	...	...	...	...	...	...	...	...	...	...	...	...	...
7	...	...	...	...	...	...	...	...	...	...	...	...	...
8	...	...	...	...	...	...	...	...	...	...	...	...	...
Totals	19	17	9	14	31	1	42	...	...	...	...	...	2

REPORT OF THE PUBLIC SCHOOLS OF ANNE ARUNDEL COUNTY—Continued.

TABLE D.

Showing the amount paid for Teachers' Salaries, Incidental Expenses and Rent of School Houses; also, the average cost of each School and each Pupil, and the estimated value of all School property in each Commissioner District.

COMMISSIONER DISTRICTS.	AVERAGE NUMBER OF SCHOOLS, TEACHERS AND PUPILS.			Total number of Different Pupils.	Total amount paid for Teachers' salaries.	Total amount paid for incidental expenses.	Total amount paid for rent of school houses and lots.
	Schools.	Teachers.	Pupils.				
1	9	9	318	477	\$ 3,267 99	\$ 192 12	.....
2	9	9	213	319	3,326 63	162 57	.....
3	9	12	443	664	4,576 66	530 99	\$90 00
4	10	11	311	466	4,315 94	388 71	.....
5	...	...	.....	.....	.....	.....	.....
6	...	...	.....	.....	.....	.....	.....
7	...	...	.....	.....	.....	.....	.....
8	...	...	.....	.....	.....	.....	.....
Totals.....	37	41	1285	1,926	\$15,487 22	\$1,274 39	\$90 00

TABLE D---Omnibus.

COMMISSIONER DISTRICTS.	Total cost of Schools.	Average cost of each School.	Cost of each Average Pupil.	Cost of each different Pupil.	Amount expended during the year in build- ing, repairing and furnishing School- houses, not included in incidental expenses.	Estimated value of School-houses, School-house lots & School furniture.	Value of School books distributed, whether sold or loaned.
1	\$4,301 02	\$477 89	\$13 49	\$9 19	\$839 17	\$5,400 00	\$390 82
2	3,378 88	364 32	15 86	10 69	.....	5,200 00	219 05
3	5,422 44	602 49	12 24	8 16	600 00	7,200 00	762 04
4	4,378 08	437 80	14 07	9 39	.....	6,000 00	525 08
5	.....	.....	.....	.....	.....	.....	.....
6	.....	.....	.....	.....	.....	.....	.....
7	.....	.....	.....	.....	.....	.....	.....
8	.....	.....	.....	.....	.....	.....	.....
Totals,	\$17,480 42	\$472 44	\$13 60	\$9 07	\$1,439 17	\$23,800 00	\$1,897 59

REPORT OF PUBLIC SCHOOLS OF ANNE ARUNDEL COUNTY—Continued.
Statement of Receipts and Disbursements for the Financial Year ending July 31, 1866.

RECEIPTS.

State School Tax for 1865.....	\$14,652 71
County School Tax for 1865.....	10,585 00
State Free School Fund.....	6,479 85
State Donations.....	800 00
Fines and Forfeits.....	.....
Private Donations.....	.....
Teachers' Certificates.....	.....
From sales of Books.....	1,828 94
Balance in Treasury Sept. 16th, 1865.....	191 09
Receipts from old Trustees.....	235 52
Borrowed Bank.....	9,043 88
	<hr/>
	\$43,814 99

DISBURSEMENTS.

Under old System to Aug. 31, 1865.....	\$8,216 05	\$23,703 27
Teachers' Salaries.....	15,487 22	1,274 19
Incidental Expenses of Schools.....	.....	2,383 42
Books and Stationery.....	.....	90 00
Rent of School-houses and Lots.....	.....	.....
Districting the County.....	.....	1,439 17
Building School-houses.....	.....	.....
Repairing .. ..	.....	.....
Furnishing .. ..	.....	800 00
Academies.....	.....	.....
Interest.....	.....	483 00
Treasurer's Salary.....	.....	643 70
Office Expenses and Account Books.....	.....	8,500 00
Am't paid Bank.....	.....	1,180 00
Salary, and Mileage Commissioners.....	.....	3,316 04
Balance.....	.....
		<hr/>
		\$48,814 99

REPORT OF R. C. MCGINN, PRESIDENT OF THE BOARD OF SCHOOL COMMISSIONERS OF BALTIMORE COUNTY, MD.

Showing the condition of the Public Schools for the School year, ending June 30th, 1866.

TABLE A.

Showing the number of Schools open each Term, and the number of Teachers and Pupils in each Commissioner District.

COMMISSIONER DISTRICTS.	NUMBER OF SCHOOLS, TEACHERS AND PUPILS— FALL TERM.							NUMBER OF SCHOOLS, TEACHERS AND PUPILS— WINTER TERM.						
	TEACHERS.			PUPILS.				TEACHERS.			PUPILS.			
	Schools.	Men.	Women.	Total.	Boys.	Girls.	Total.	Schools.	Men.	Women.	Total.	Boys.	Girls.	Total.
1	13	7	12	19	455	364	819	13	6	12	18	410	327	737
2	13	8	11	19	464	357	821	13	7	12	19	497	335	832
3	13	6	7	13	183	218	401	13	6	7	13	307	213	520
4	13	6	7	13	243	256	499	13	7	11	18	467	321	788
5	13	9	7	16	305	306	611	13	9	8	17	429	259	688
6	13	9	4	13	240	249	489	13	11	3	14	378	219	597
7	11	9	5	14	316	228	544	12	9	7	16	439	230	669
8	13	4	10	14	248	238	486	12	3	10	13	314	212	526
Total	103	68	68	131	2,454	2,216	4,670	103	58	70	128	3,241	2,116	5,357

TABLE A -- Concluded.

NUMBER OF SCHOOLS, TEACHERS AND PUPILS-- SPRING TERM.										NUMBER OF SCHOOLS, TEACHERS AND PUPILS-- SUMMER TERM.									
TEACHERS.					PUPILS.					TEACHERS.					PUPILS.				
Schools.	Men.	Women.	Total.		Boys.	Girls.	Total.			Schools.	Men.	Women.	Total.		Boys.	Girls.	Total.		
13	6	13	19		402	291	693			13	6	13	19		401	344	745		
13	8	12	20		518	326	844			13	9	12	21		485	386	870		
13	5	9	14		340	184	524			13	5	9	14		208	217	425		
13	6	11	17		445	289	734			13	6	8	14		268	290	548		
13	9	8	17		429	286	695			12	8	10	18		319	286	615		
13	11	4	15		359	164	523			13	9	5	14		247	251	498		
12	9	7	16		468	218	686			12	8	8	16		322	285	607		
12	3	10	13		304	216	520			11	3	9	12		241	250	491		
102	57	74	131		3,275	1,954	5,229			100	54	74	128		2,451	2,348	4,799		
Totals...																			

TABLE B--Continued.

AVERAGE NUMBER OF PUPILS STUDYING EACH BRANCH.

COMMISSIONER'S DISTRICTS.	NUMBER MONTHS SCHOOLS WERE OPEN.	Spelling.	Reading.	Writing.	Arithmetic.	Geography.	Grammar.	History.	Book-Keeping.	Algebra.	Philosophy.	Composition.	Botany.
1	10	713	579	537	469	406	178	122	28	14	59	4	6
2	10	777	698	606	504	362	188	141	17	2	14	...	4
3	10	453	403	356	333	206	113	106	16	5	31	...	...
4	10	584	475	424	368	192	92	70	5	4	31	...	...
5	10	560	524	400	364	243	127	51	12	5	23	10	...
6	10	488	378	392	364	260	448	144	26	12	19	6	...
7	10	559	543	462	430	294	153	10	15	8	14	5	4
8	10	480	402	342	331	209	133	109	3	...	9	...	...
Totals....	10	4,614	4,004	3,619	3,163	2,172	1,844	1,000	122	50	200	32	24

REPORT OF PUBLIC SCHOOLS OF BALTIMORE COUNTY—Continued.

TABLE C.

Showing the number, style and condition of the School Houses and Furniture, and in whom the Title is vested.

PUBLIC SCHOOL HOUSES, AND OF WHAT BUILT.												
COMMISSIONER DISTRICTS.	Whole number.	Number yet re- quired.	Number built dur- ing the year.	Number repaired during the year.	Number furnish- ed during the year.	Log.	Frame.	Brick.	Stone.	Number more than one story high.	Number with more than one room.	Number of acres of land in School House lots.
1	13	1	...	...	...	...	7	1	5	...	1	34
2	13	2	...	...	2	...	10	1	2	1	3	34
3	13	...	...	...	...	4	8	1	...	1	1	34
4	13	1	...	...	...	3	5	4	1	...	...	34
5	13	2	...	...	1	5	7	...	1	...	...	34
6	13	...	...	...	...	3	3	1	1	...	...	34
7	12	1	...	...	1	3	7	1	1	...	...	34
8	13	1	...	...	...	4	7	1	1	...	...	34
Totals.....	103	8	...	...	4	22	59	10	12	2	5	324

TABLE C--Continued.

COMMISSIONER DISTRICTS.	CONDITION OF SCHOOL HOUSES.						TITLES TO SCHOOL HOUSES VESTED IN.						
	Good.	Ordinary.	Bad.	Well furnished.	Badly furnished.	Furnished with Maps or Globes.	Bd. of School Commissioners.	County Commissioners.	Trustees under old local laws.	Trusts of houses built by subscription.	Trustees of chartered Academies.	Private persons.	Number rented
1	6	4	3	5	8	2	9	.....	.....	2	..	1	1
2	9	1	3	9	4	4	10	.....	.....	1	..	1	..
3	6	3	4	7	4	4	7	.....	.....	3	1	3	1
4	6	3	2	8	6	6	7	.....	.....	3	..	3	..
5	9	2	2	8	5	6	8	.....	.....	1	..	3	..
6	7	2	4	9	5	4	9	.....	.....	5	..	4	..
7	8	2	3	8	4	3	7	.....	.....	1	1	..	..
8	7	2	3	8	5	2	7	.....	.....	4	1	1	..
Totals	58	18	27	61	42	27	64			22	3	14	5

REPORT OF THE PUBLIC SCHOOLS OF BALTIMORE COUNTY—Continued.

TABLE D.

Showing the amount paid for Teachers' Salaries, Incidental Expenses and Rent of School Houses; also, the average cost of each School and each Pupil, and the estimated value of all School Property in each Commissioner District.

COMMISSIONER DISTRICTS.	AVERAGE NUMBER OF SCHOOLS, TEACHERS AND PUPILS.			Total amount paid for Teachers' salaries.	Total amount paid for incidental expenses.	Total amount paid for rent of school houses and lots.
	Schools.	Teachers.	Pupils.			
1	13	184	1,256	\$7,869 84	\$1,048 43	\$86 00
2	13	194	1,316	8,375 55	915 88	30 00
3	13	154	815	5,323 75	478 87	41 00
4	13	154	1,372	6,629 83	530 74	.....
5	12	17	1,145	6,917 30	478 78	60 00
6	12	14	914	5,766 70	573 03	8 00
7	11	13	1,072	6,565 46	515 37	.....
8	12	13	839	5,270 90	481 16	36 00
Totals.....	101	127	8,220	\$52,918 33	\$3,022 26	\$261 00

TABLE D--Continued.

COMMISSIONER DISTRICTS.	Total cost of Schools.	Average cost of each School.	Cost of each Average Pupil.	Cost of each different Pupil.	Amount expended during the year in build- ing, repairing and furnishing School- houses, not included in incidental expenses.	Estimated value of School-houses, School-house lots & School furniture.	Value of School books distributed, whether sold or loaned.
1	\$9,003 27	\$692 41	\$12 64	\$7 06	.....	\$5,250 00	\$1,499 47
2	9,321 43	716 99	11 68	7 08	\$433 00	7,200 00	1,530 70
3	6,043 62	464 89	12 94	7 41	.....	3,050 00	1,374 34
4	7,160 57	550 81	11 15	6 07	.....	3,800 00	1,726 09
5	7,456 08	584 80	11 43	6 30	228 82	4,530 00	1,514 39
6	6,347 73	507 81	12 06	6 94	19 00	4,400 00	1,486 27
7	7,080 83	602 62	11 31	6 60	201 79	4,200 00	1,373 55
8	5,788 06	480 96	11 66	6 74	46 00	3,850 00	1,086 42
Totals,	\$58,201 59	\$573 41	\$11 64	\$5 74	\$928 62	\$39,300 00	\$11,591 87

REPORT OF PUBLIC SCHOOLS OF BALTIMORE COUNTY—Continued. Statement of Receipts and Disbursements for the Financial Year ending July 31, 1866.

210

RECEIPTS.

State School Tax for 1865.....	\$ 363 00	\$ 29,999 26
County School Tax for 1864.....	\$ 20,217 09	
" " " 1865.....	5,553 00	26,132 00
" " " 1866.....	4,387 98	
State Free School Fund, 1865.....	3,650 56	8,038 54
" " " 1866.....		
State Donations.....		1,800 00
Interest on Investments.....		875 52
Fines and Forfeits.....		587 22
Private Donations.....		
Teachers' Certificates.....		109 00
From sales or for the use of Books.....		12,422 53
{ Mutual Fire Insurance Co. in Balto. county, loss by fire		15 00
{ Sales of old Furniture.....		15 00
{ Treas. of Bd. of School Commission's, under local law.		212 21
{ Loans.....		24,000 00
		<u>\$104,006 28</u>

DISBURSEMENTS.

Teachers' Salaries.....	\$ 52,918 33
Incidental Expenses of Schools.....	\$5,022 26 less, 5 30 amt't unpaid.
Books and Stationery.....	\$11,614 33 less, 2,937 33 unpaid.
Rent of School-houses and Lots.....	261 00
Districting the County.....	
Building School-houses.....	
Repairing " ".....	135 93
Furnishing " ".....	792 69
High School or Academies.....	
Interest.....	511 33
Treasurer's Salary.....	800 00
Office Expenses and Account Books.....	\$820 50 less, 131 96 unpaid.
{ Blanks, By-Laws and Printing.....	688 54
{ Insurance on School Houses.....	314 88
{ Debts of Bd. of School Commissioners under local law.	90 40
{ Notes (discounted) paid.....	20,217 78
{ Balance.....	13,500 00
	<u>\$104,006 28</u>

REPORT OF JOHN R. QUINAN, PRESIDENT OF THE BOARD OF SCHOOL COMMISSIONERS OF CALVERT COUNTY, MD.

Showing the condition of the Public Schools for the School year, ending June 30th, 1866.

TABLE A.

Showing the number of Schools open each Term, and the number of Teachers and Pupils in each Commissioner District.

COMMISSIONER DISTRICTS.	NUMBER OF SCHOOLS, TEACHERS AND PUPILS-- FALL TERM.						NUMBER OF SCHOOLS, TEACHERS AND PUPILS-- WINTER TERM.					
	TEACHERS.			PUPILS.			TEACHERS.			PUPILS.		
	Schools.	Men.	Women.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.
1	5	4	1	71	37	34	6	9	1	6	85	51
2	4	4	0	73	36	37	6	6	...	6	92	76
3	6	5	1	87	60	27	7	4	3	7	112	47
4	...	...	...	...	...	...	...	...	...	...	...	...
5	...	...	...	...	...	...	...	...	...	...	...	...
6	...	...	...	...	...	...	...	...	...	...	...	...
7	...	...	...	...	...	...	...	...	...	...	...	...
8	...	...	...	...	...	...	...	...	...	...	...	...
Totals.....	15	13	2	231	133	98	19	15	4	19	269	174
												463

TABLE 2.—Continued.

COMMISSIONER DISTRICTS.	NUMBER OF SCHOOLS, TEACHERS AND PUPILS— SPRING TERM.										NUMBER OF SCHOOLS, TEACHERS AND PUPILS— SUMMER TERM.										
	TEACHERS.				PUPILS.						TEACHERS.				PUPILS.						
	Schools.	Men.	Women.	Total.	Boys.	Girls.	Total.	Schools.	Men.	Women.	Total.	Boys.	Girls.	Total.	Schools.	Men.	Women.	Total.	Boys.	Girls.	Total.
1	6	5	1	6	103	64	167	3	5	1	6	95	68	163	6	5	1	6	95	68	163
2	6	6	...	6	112	86	198	6	6	...	6	98	82	180	6	6	...	6	98	82	180
3	6	4	2	6	118	50	168	6	4	2	6	100	68	168	6	4	2	6	100	68	168
4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Totals....	18	15	3	18	333	200	533	24	15	3	18	293	218	511	24	15	3	18	293	218	511

REPORT OF PUBLIC SCHOOLS OF CALVERT COUNTY—Continued.

TABLE B.

Showing the average number of Schools, Teachers and Pupils; the number of different Schools and Teachers; the total number of different Pupils who attended School during the year; and the average number studying each branch taught.

COMMISSIONER DISTRICTS.	NUMBER MONTHS SCHOOLS WERE OPEN.	AVERAGE NUMBER OF SCHOOLS, (OPEN) TEACHERS AND PUPILS.						TOTAL NUMBER OF DIFFERENT SCHOOLS, TEACHERS AND PUPILS.					
		SCHOOLS.	TEACHERS.			PUPILS.	Total.	SCHOOLS.	TEACHERS.			PUPILS.	Total.
			Men.	Women.	Total.				Men.	Women.	Total.		
1	10	54	44	1	54	80	174	6	5	1	6	133	205
2	10	54	54	...	54	84	154	6	6	...	6	122	236
3	10	64	44	2	64	130	178	8	6	3	9	148	249
4	...	...	...	...	...	...	...	...	...	...	...	...	...
5	...	...	...	...	...	...	...	...	...	...	...	...	...
6	...	...	...	...	...	...	...	...	...	...	...	...	...
7	...	...	...	...	...	...	...	...	...	...	...	...	...
8	...	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	10	174	144	3	174	294	468	20	17	4	21	403	690

REPORT OF PUBLIC SCHOOLS OF CALVERT COUNTY.

TABLE C.

Showing the number, style and condition of the School Houses and Furniture, and in whom the Title is vested.

COMMISSIONER DISTRICTS.	PUBLIC SCHOOL HOUSES, AND OF WHAT BUILT.											
	Whole number.	Number yet re- quired.	Number built dur- ing the year.	Number repaired during the year.	Number furnish- ed during the year.	Log.	Frame.	Brick.	Stone.	Number more than one story high.	Number with more than one room.	Number of acres of land in School House lots.
8	21	5	2	16	3	10	11	..	..	..	..	20 3-10
7	..	..	..	..	..	..	..	..	..	..	..	..
6	..	..	..	..	..	..	..	..	..	..	..	..
5	..	..	..	..	..	..	..	..	..	..	..	..
4	6	1	1	5	1	2	4	..	..	..	..	8 3-10
3	9	2	..	6	1	3	3	..	..	..	..	4 3-10
2	9	2	1	9	1	5	1	..	..	..	..	7-10
1	..	..	..	..	..	..	..	..	..	..	..	..
Totals.....	21	5	2	16	3	10	11	..	..	..	..	20 3-10

TABLE C---Continued.

COMMISSIONER DISTRICTS.	CONDITION OF SCHOOL HOUSES.						TITLES TO SCHOOL HOUSES VESTED IN.						
	Good.	Ordinary.	Bad.	Well furnished.	Badly furnished.	Furnished with Maps or Globes.	Bd. of School Commissioners.	County Commis- sioners.	Trustees under old local laws.	Trusts of houses built by subscrip- tion.	Trustees of char- tered Academies.	Private persons or Companies.	Number rented 1895.
1	1	3	2	1	5	2	6	.....	.....	.....	.....	.....	1
2	0	4	2	1	5	1	6	.....	.....	.....	.....	.....	..
3	1	1	1	1	8	1	9	.....	.....	.....	.....	.....	..
4	..	..	..	..	..	..	..	.....	.....	.....	.....	.....	..
5	..	..	..	..	..	..	..	.....	.....	.....	.....	.....	..
6	..	..	..	..	..	..	..	.....	.....	.....	.....	.....	..
7	..	..	..	..	..	..	..	.....	.....	.....	.....	.....	..
8	..	..	..	..	..	..	..	.....	.....	.....	.....	.....	..
Totals	2	14	5	3	18	4	21	.....	.....	.....	.....	.....	1

REPORT OF THE PUBLIC SCHOOLS OF CALVERT COUNTY—Continued.

TABLE D.

Showing the amount paid for Teachers' Salaries, Incidental Expenses and Rent of School Houses; also, the average cost of each School and each Pupil, and the estimated value of all School property in each Commissioner District.

COMMISSIONER DISTRICTS.	AVERAGE NUMBER OF SCHOOLS, TEACHERS AND PUPILS.			Total number of Different Pupils.	Total amount paid for Teachers' salaries.	Total amount paid for incidental expenses.	Total amount paid for rent of school houses and lots.
	Schools.	Teachers.	Pupils.				
1	5½	5½	134½	265	\$ 1,931 11	\$ 109 33	\$24 00
2	5½	5½	154	236	1,979 30	157 57	.....
3	6½	6½	178	249	1,882 70	169 45	.....
4	.....	.....	.....	.....	.....	.....	.....
5	.....	.....	.....	.....	.....	.....	.....
6	.....	.....	.....	.....	.....	.....	.....
7	.....	.....	.....	.....	.....	.....	.....
8	.....	.....	.....	.....	.....	.....	.....
Totals.....	17½	17½	466½	690	\$5,793 11	\$436 35	\$24 00

TABLE D--Continued.

COMMISSIONER DISTRICTS.	Total cost of schools.	Average cost of each School.	Cost of each Pupil.	Cost of each different Pupil.	Amount expended during the year in build- ing, repairing and furnishing School- houses, not included in incidental expenses.	Estimated value of School-houses, School-house lots & School furniture.	Value of School books distributed, whether sold or loaned.
1	\$2,564 4/2	\$359 03	\$15 38	\$10 07	\$1,514 20	\$2,214 23	\$127 04
2	4,136 87	388 53	13 87	9 05	118 25	915 08	267 72
3	2,073 15	328 34	11 52	9 04	1,516 20	3,316 75	178 79
4	.....	.....	.....	.....	.....	.....	.....
5	.....	.....	.....	.....	.....	.....	.....
6	.....	.....	.....	.....	.....	.....	.....
7	.....	.....	.....	.....	.....	.....	.....
8	.....	.....	.....	.....	.....	.....	.....
Totals,	\$6,453 46	\$357 34	\$13 41	\$9 06	\$3,148 65	\$6,445 06	\$573 55

REPORT OF PUBLIC SCHOOLS OF CALVERT COUNTY—Continued. *Statement of Receipts and Disbursements for the Financial Year ending July 31, 1866.*

RECEIPTS.

State School Tax for 1865.....	\$ 6,401 80
County Tax for 1865, Act 62, Code Art 5th, Sec. 52.....	1,364 75
State Free School Fund.....	2,248 39
State Donations, Academy Fund, 1864-55-56.....	2,800 00
Interest on Investments.....	236 55
Fines and Forfeits.....	.....
Private Donations.....	.....
Teachers' Certificates.....	28 52
From sales or for the use of Books.....	539 16
From Henry Williams, loan of late Bd. School Com'rs...	294 78
From Nat. Farmers and Planters Bank.....	2,800 00
Interest.....	22 53
Receipts from Trustees.....	25 10
Other Sources {	
From Nat. Farmers and Planters Bank.....	2,800 00
Interest.....	22 53
From sales or for the use of Books.....	539 16
From Henry Williams, loan of late Bd. School Com'rs...	294 78
Teachers' Certificates.....	28 52
Private Donations.....	.....
Fines and Forfeits.....	.....
Interest on Investments.....	236 55
State Donations, Academy Fund, 1864-55-56.....	2,800 00
State Free School Fund.....	2,248 39
County Tax for 1865, Act 62, Code Art 5th, Sec. 52.....	1,364 75
State School Tax for 1865.....	\$ 6,401 80

DISBURSEMENTS.

Teacher's Salaries.....	\$ 5,793 11
Incidental Expenses of Schools.....	436 35
Books and Stationery.....	1,093 70
Rent of School Houses and Lots.....	24
Districting the County.....	275 00
Building School Houses.....	2,594 23
Repairing ".....	131 51
Furnishing ".....	422 91
High School or Academies.....	.....
Interest.....	58 80
Treasurer's Salary.....	289 67
Office Expenses and Account Books.....	466 77
{ Advertising, Printing, Legal Fees, and General Expenses..	523 73
Commissioner's Salaries.....	900 00
Completing Titles to Lots.....	241 33
Paid Debts of Old Board.....	2,277 00
Payment to Bank on Note.....	1,218 43
Balance on hand.....	1 55
Other Purposes {	
Completing Titles to Lots.....	241 33
Paid Debts of Old Board.....	2,277 00
Payment to Bank on Note.....	1,218 43
Balance on hand.....	1 55
Disbursements.....	\$16,761 58

NOTE.

County Tables A, B, C, D, and Statements of Receipts and Disbursements for the Counties of Allegany, Anne Arundel, Baltimore and Calvert, are published to show the character of the statistics reported and the mode of collecting the facts embodied in State Tables A, B, C, D, E and F. Allegany County shows the result where the schools were open part of the year. Anne Arundel the result in a medium size County. Baltimore the result in a large County, and Calvert the result in a small County.

The State Tables are made up from the footings of the County Tables and show the total results in all the Counties.

For the remaining Counties only one of the County tables,

REPORT OF THE PUBLIC SCHOOLS OF CAROLINE COUNTY—Continued.

TABLE D.

Showing the amount paid for Teachers' Salaries, Incidental Expenses and Rent of School Houses; also, the average cost of each School and each Pupil, and the estimated value of all School Property in each Commissioner District.

COMMISSIONER DISTRICTS.	AVERAGE NUMBER OF SCHOOLS, TEACHERS AND PUPILS.			Total number of different Pupils.	Total Amount paid for Teachers' salaries.	Total amount paid for incidental expenses.	Total amount paid for rent of school houses and lots.
	Schools.	Teachers.	Pupils.				
1	9	9	291	408	\$2,580 60	\$142 69	.....
2	9	9	310	427	2,404 54	188 61	.....
3	6½	6½	289	427	2,024 98	138 64	.....
4	7½	7½	280	400	2,135 57	162 20	.....
5	...	...	...	...	.....	.....	.....
6	...	...	...	...	.....	.....	.....
7	...	...	...	...	.....	.....	.....
8	...	...	...	...	.....	.....	.....
Totals.....	32	32	1,170	1,680	\$9,145 69	\$602 14	.....

TABLE D--Continued.

COMMISSIONER DISTRICTS.	Total cost of Schools.	Average cost of each School.	Cost of each Average Pupil.	Cost of each different Pupil.	Amount expended during the year in build- ing, repairing and furnishing School- houses, not included in incidental expenses.	Estimated value of School-houses, School-house lots & School furniture.	Value of School books distributed, whether sold or loaned.
1	\$2,723 29	.....	.....	.....	\$150 00	.....	\$438 05
2	2,563 15	.....	.....	.....	.....	.....	393 74
3	2,163 62	.....	.....	.....	.....	.....	248 56
4	2,297 77	.....	.....	.....	.....	.....	175 34
5	.....	.....	.....	.....	.....	.....	.....
6	.....	.....	.....	.....	.....	.....	.....
7	.....	.....	.....	.....	.....	.....	.....
8	.....	.....	.....	.....	.....	.....	.....
Totals,	\$9,747 83	.....	\$8 33	\$5 00	\$150 00	.....	\$1,255 69

REPORT OF THE PUBLIC SCHOOLS OF CARROLL COUNTY.

TABLE D.

Showing the amount paid for Teachers' Salaries, Incidental Expenses and Rent of School House; also, the average cost of each School and each Pupil, and the estimated value of all School Property in each Commissioner District.

COMMISSIONER DISTRICTS.	AVERAGE NUMBER SCHOOLS, TEACHERS AND PUPILS.			Total number of different Pupils.	Total amount paid for Teachers' salaries.	Total amount paid for incidental expenses.	Total amount paid for rent of school houses and lots.
	Schools.	Teachers.	Pupils.				
1	12	13	634	1,037	\$3,204 46	\$240 30	\$.....
2	11	13	556	833	2,870 75	205 14	.....
3	9	9	460	708	2,124 27	190 12	.....
4	4	4	223	350	1,155 45	72 02	.....
5	11	12	643	813	2,783 57	211 66	5 00
6	10	10	452	674	2,065 27	159 63	.....
7	9	9	453	648	1,968 54	121 31	20 00
8	.....	.....	.....	.....	.....	.....	.....
Totals.....	68	72	3320	5,063	\$16,170 31	\$1,200 18	\$25 00

TABLE D—Continued.

COMMISSIONER DISTRICT.	Total cost of Schools.	Average cost of each School.	Cost of each Average Pupil.	Cost of each different Pupil.	Amount expended during the year in build- ing, repairing and furnishing School- houses, not included in incidental expenses.	Estimated value of School-houses, School-house lots & School furniture.	Value of School books distributed, whether sold or loaned.
1	\$3,444 76	\$287 06	\$5 43	\$3 32	.....	\$6,100 00	\$637 65
2	3,075 89	263 65	5 54	3 79	.....	2,800 00	416 76
3	2,314 39	257 15	5 04	3 27	.....	4,800 00	421 51
4	1,227 47	283 26	5 52	3 51	.....	1,500 00	328 70
5	3,000 23	257 16	5 53	3 69	.....	5,970 00	477 00
6	2,224 90	215 31	4 92	3 30	.....	.....	497 11
7	2,107 85	218 05	4 66	3 25	.....	.....	516 88
8	.....	.....	.....	.....	.....	.....	.....
Totals,	\$17,395 49	\$253 33	\$5 24	\$3 44	.....	\$2,117 00	\$3,295 61

REPORT OF THE PUBLIC SCHOOLS OF CECIL COUNTY.

TABLE D.

Showing the amount paid for Teachers' Salaries, Incidental Expenses and Rent of School Houses; also, the average cost of each School and each Pupil, and the estimated value of all School property in each Commissioner District.

COMMISSIONER DISTRICTS.	AVERAGE NUMBER OF SCHOOLS, TEACHERS AND PUPILS.			Total number of Different Pupils.	Total amount paid for Teachers' salaries.	Total amount paid for incidental expenses.	Total amount paid for rent of school houses and lots.
	Schools.	Teachers.	Pupils.				
1	12.	13	538	838	\$ 3,786 18	\$ 548 87	\$50 00
2	18	21	807	1,179	6,505 16	689 53	.....
3	12	13	376	554	3,285 12	332 79	.....
4	15	16	571	914	4,231 46	453 96	.....
5	8	12	448	711	3,048 64	423 77	.....
6	...	...	.....	.....	.....	.....	.....
7	...	...	.....	.....	.....	.....	.....
8	...	...	.....	.....	.....	.....	.....
Totals.....	65	75	2,740	4,196	\$19,846 56	\$2,445 17	\$50 00

TABLE D--Continued.

COMMISSIONER DISTRICTS.	Total cost of Schools.	Average cost of each School.	Cost of each Average Pupil.	Cost of each different Pupil.	Amount expended during the year in build- ing, repairing and furnishing School- houses, not included in incidental expenses.	Estimated value of School-houses, School-house lots & School furniture.	Value of School books distributed, whether sold or loaned.
1	\$4,385 05	\$365 47	\$8 15	\$5 23	\$235 12	\$4,800	\$687 73
2	6,194 68	344 15	7 68	5 28	676 60	8,400	793 73
3	3,617 91	301 49	9 62	6 53	.....	5,000	504 78
4	4,675 43	311 70	8 19	5 13	91 01	6,000	468 32
5	3,472 41	434 05	7 74	4 83	102 45	5,300	639 57
6	.....	.....	.....	.....	.....	.....	.....
7	.....	.....	.....	.....	.....	.....	.....
8	.....	.....	.....	.....	.....	.....	.....
Totals,	\$22,345 47	\$343 78	\$8 15½	\$5 23½	\$1,105 18	\$29,500	\$3,064 12

REPORT OF THE PUBLIC SCHOOLS OF CHARLES COUNTY.

TABLE D.

Showing the amount paid for Teachers' Salaries, Incidental Expenses and Rent of School Houses; also, the average cost of each School and each Pupil, and the estimated value of all School Property in each Commissioner District.

COMMISSIONER DISTRICTS.	AVERAGE NUMBER OF SCHOOLS, TEACHERS AND PUPILS.			Total number of different Pupils.	Total Amount paid for Teachers' salaries.	Total amount paid for incidental expenses.	Total amount paid for rent of school houses and lots.
	Schools.	Teachers.	Pupils.				
1	9½	9½	207	266	\$2,339 38	\$20 08	.....
2	8	8	163	210	2,042 23	48 66	.....
3	5½	5½	101	173	1,356 58	25 50	.....
4	7	7	133	225	1,668 47	28 95	.....
5	...	...	.....	.....	.....	.....	.....
6	...	...	.....	.....	.....	.....	.....
7	...	...	.....	.....	.....	.....	.....
8	...	...	.....	.....	.....	.....	.....
Totals.....	30½	30½	604	874	\$7,406 66	\$123 18	.....

TALIED-Completed.

COMMISSIONER DISTRICTS.	Total cost of Schools.	Average cost of each School.	Cost of each Average Pupil.	Cost of each different Pupil.	Amount expended during the year in build- ing, repairing and furnishing School- houses, not included in incidental expenses.	Estimated value of School-houses, School-house lots & School furniture.	Value of School books distributed, whether sold or loaned.
1	\$2,359 46	\$235 94	\$11 39	\$879	\$856 54	\$3,000 00	\$53 58
2	2,090 88	276 36	12 21	995	750 00	2,500 00	60 11
3	1,382 08	302 72	20 94	970	397 25	1,600 00	84 52
4	1,697 42	242 87	12 01	754	1,966 84	3,000 00	44 71
5	.....	.....	.....	.....	.....	.....	.....
6	.....	.....	.....	.....	.....	.....	.....
7	.....	.....	.....	.....	.....	.....	.....
8	.....	.....	.....	.....	.....	.....	.....
Totals,	\$7,529 84	\$248 24	\$12 47	\$8 52	\$3,970 63	\$10,100 00	\$192 92

REPORT OF THE PUBLIC SCHOOLS OF DORCHESTER COUNTY.

TABLE D.

Showing the amount paid for Teachers' Salaries, Incidental Expenses and Rent of School Houses; also, the average cost of each School and each Pupil, and the estimated value of all School Property in each Commissioner District.

COMMISSIONER DISTRICTS.	AVERAGE NUMBER OF SCHOOLS, TEACHERS AND PUPILS.			Total number of different Pupils.	Total Amount paid for Teachers' salaries.	Total amount paid for incidental expenses.	Total amount paid for rent of school houses and lots.
	Schools.	Teachers.	Pupils.				
1	74	74	268	438	\$2,471 28	\$334 94	\$5 00
2	117	117	368	480	3,835 37	187 61	.....
3	54	94	278	447	3,219 50	396 50	36 90
4	94	104	353	466	3,510 73	264 62	138 00
5	104	34	120	226	1,212 71	77 24	.....
6	104	...	.....	.....	.....	.....	.....
7	...	...	.....	.....	.....	.....	.....
8	...	...	.....	.....	.....	.....	.....
Totals.....	434	434	1,384	2,057	\$14,249 59	\$1,260 31	\$179 90

TABLE D—Continued.

COMMISSIONER DISTRICTS.	Total cost of Schools.	Average cost of each School.	Cost of each Average Pupil.	Cost of each different Pupil.	Amount expended during the year in build- ing, repairing and furnishing School- houses, not included in incidental expenses.	Estimated value of School-houses, School-house lots & School furniture.	Value of School books distributed, whether sold or loaned.
1	\$2,811 23	\$362 74	\$10 48	\$6 42	.....	\$3,150 00	\$458 19
2	4,922 08	349 82	11 05	8 38	.....	1,250 00	243 77
3	3,652 90	374 65	13 19	8 17	.....	1,500 00	280 41
4	3,912 75	363 04	11 08	8 40	.....	.....	424 44
5	1,289 75	368 55	10 74	5 71	.....	625 00	101 83
6	.....	.....	.....	.....	.....	.....	.....
7	.....	.....	.....	.....	.....	.....	.....
8	.....	.....	.....	.....	.....	.....	.....
Totals,	\$15,689 80	\$362 77	\$11 33	\$7 62	.....	\$6,525 00	\$1,508 64

REPORT OF THE PUBLIC SCHOOLS OF FREDERICK COUNTY.

TABLE D.

Showing the amount paid for Teachers' Salaries, Incidental Expenses and Rent of School Houses; also, the average cost of each School and each Pupil, and the estimated value of all School property in each Commissioner District.

COMMISSIONER DISTRICTS.	AVERAGE NUMBER OF SCHOOLS, TEACHERS AND PUPILS.			Total number of Different Pupils.	Total amount paid for Teachers' salaries.	Total amount paid for incidental expenses.	Total amount paid for rent of school houses and lots.
	Schools.	Teachers.	Pupils.				
1	10.25	17.75	868.25	1,080	\$5,786 78	\$440 63	.....
2	10.50	10.50	527.50	772	3,194 86	287 91	.....
3	16.50	17.75	865.25	1,838	6,616 77	612 18	.....
4	12.75	13.50	678.00	1,193	3,947 75	271 07	.....
5	17.00	18.25	925.75	1,438	5,895 80	479 30	.....
6	14.75	14.75	715.50	1,170	4,459 85	395 75	.....
8	12.50	13.25	544.25	897	3,390 19	305 98	.....

Totals.....	94.25	105.75	5,124.50	7,888	\$32,192 03	\$2,792 82	.....

TABLE D—Continued.

COMMISSIONER DISTRICT.	Total cost of Schools.	Average cost of each School.	Cost of each Average Pupil.	Cost of each different Pupil.	Amount expended during the year in build- ing, repairing and furnishing School- houses, not included in incidental expenses.	Estimated value of School-houses, School-house lots & School furniture.	Value of School books distributed, whether sold or loaned.
1	\$6,227 41	\$607 55	\$7 17	\$5 76	\$564 53	\$13,475 00	\$1,194 65
2	3,482 80	331 70	6 60	4 61	185 58	.....	738 39
3	6,128 95	371 45	7 04	4 58	22 74	.....	1,234 08
4	4,218 82	330 89	6 22	3 53	190 58	2,575 00	762 15
5	6,375 10	375 01	6 88	4 43	165 35	.....	1,262 97
6	4,855 60	329 19	6 78	4 15	118 93	.....	927 27
7	3,696 17	295 69	6 79	4 12	195 76	.....	828 04
8	.....	.....	.....	.....	.....	.....	.....
Totals,	\$34,984 85	\$371 19	\$6 82	\$4 44	\$1,443 47	\$16,050 00	\$6,947 54

REPORT OF THE PUBLIC SCHOOLS OF HARFORD COUNTY.

TABLE D.

Showing the amount paid for Teachers' Salaries, Incidental Expenses and the Rent of School Houses; also the average cost of each School and each Pupil, and the estimated value of all School Property in each Commissioner District.

COMMISSIONER DISTRICTS.	AVERAGE NUMBER OF SCHOOLS, TEACHERS AND PUPILS.			Total number of different Pupils.	Total amount paid for Teachers' salaries.	Total amount paid for incidental expenses.	Total amount paid for rent of school houses and lots.
	Schools.	Teachers.	Pupils.				
1	61	69	205	284	\$1,256 75	\$51 28	.....
2	14	14	476	616	2,744 00	85 75	.....
3	14	14	488	632	2,969 50	53 45	.....
4	17	17	658	857	3,880 30	68 77	.....
5	14	14	469	607	3,002 57	108 63	.....
6	4	4	196	254	1,042 00	40 98	.....
7	.....	.....	.....	.....	.....	.....	.....
8	.....	.....	.....	.....	.....	.....	.....
Totals	703	703	2,492	3,230	\$14,895 12	\$408 86	.....

TABLE D---Continued.

COMMISSIONER DISTRICTS.	Total cost of Schools.	Average cost of each School.	Cost of each Average Pupil.	Average Cost of each different Pupil.	Amount expended during the year in build- ing, repairing and furnishing School- houses, not included in incidental expenses.	Estimated value of School-houses, School-house lots & School furniture.	Value of School books distributed, whether sold or loaned.
1	\$1,308 03	\$306 52	\$6 39	\$4 95	\$.....	\$ 800	.....
2	2,829 75	202 12	5 94	4 59	.....	3,800	.....
3	3,023 95	206 08	6 19	4 78	.....	2,500	.....
4	3,949 07	227 83	6 00	4 60	.....	2,335	.....
5	3,111 20	212 12	6 62	5 12	50 00	2,865	.....
6	1,082 98	270 74	5 52	4 26	.....	.....	.....
7	.....	.....	.....	.....	.....	.....	.....
8	.....	.....	.....	.....	.....	.....	.....
Totals..	\$15,303	\$216 56	\$6 11	\$4 72	\$50 00	\$12,300 00	\$501 09--sold.

REPORT OF THE PUBLIC SCHOOLS OF HOWARD COUNTY.

TABLE D.

Showing the amount paid for Teachers' Salaries, Incidental Expenses and Rent of School Houses; also, the average cost of each School and each Pupil, and the estimated value of all School Property in each Commissioner District.

COMMISSIONER DISTRICTS.	AVERAGE NUMBER OF SCHOOLS, TEACHERS AND PUPILS.			Total number of different Pupils.	Total amount paid for Teachers' salaries.	Total amount paid for incidental expenses.	Total amount paid for rent of school houses and lots.
	Schools.	Teachers.	Pupils.				
1	7	71	3351	530	\$3,468 96	\$138 54	\$.....
2	91	101	4141	631	4,823 90	378 60	.....
3	9	81	3291	494	4,200 13	245 88	18 00
4	...	...	.....	.....	.....	.....	.....
5	...	...	.....	.....	.....	.....	.....
6	...	...	.....	.....	.....	.....	.....
7	...	...	.....	.....	.....	.....	.....
8	...	...	.....	.....	.....	.....	.....
Totals.....	251	261	1,0791	1,855	\$12,492 99	\$763 03	\$18 00

TABLE D-Continued.

COMMISSIONER DISTRICTS.	Total cost of Schools.	Average cost of each School.	Cost of each Average Pupil.	Cost of each different Pupil.	Amount expended during the year in build- ing, repairing and furnishing School- houses, not included in incidental expenses.	Estimated value of School-houses, School-house lots & School furniture.	Value of School books distributed, whether sold or loaned.
1	\$3,607 50	\$515 35	\$10 76	\$6 81	\$183 67	\$2,200 00	\$327 57
2	5,203 50	532 59	12 61	8 24	199 66	2,600 00	299 80
3	4,464 02	494 00	13 53	7 51	328 98	4,000 00	484 83
4	.....	.....	.....	.....	.....	.....	.....
5	.....	.....	.....	.....	.....	.....	.....
6	.....	.....	.....	.....	.....	.....	.....
7	.....	.....	.....	.....	.....	.....	.....
8	.....	.....	.....	.....	.....	.....	.....
Totals,	\$13,274 02	\$515 50	\$12 30	\$8 02	\$712 16	\$9,800 00	\$1,112 30

REPORT OF THE PUBLIC SCHOOLS OF KENT COUNTY.

TABLE D.

Show the amount paid for Teachers' Salaries, Incidental Expenses and Rent of School Houses; also, the average cost of each School and each Pupil, and the estimated value of all School property in each Commissioner District.

COMMISSIONER DISTRICTS.	AVERAGE NUMBER OF SCHOOLS, TEACHERS AND PUPILS.			Total number of Different Pupils.	Total amount paid for Teachers' salaries.	Total amount paid for incidental expenses.	Total amount paid for rent of school houses and lots.
	Schools.	Teachers.	Pupils.				
1	64	64	246	303	\$2,419 54	\$389 94	.....
2	61	61	1794	279	2,919 54	301 88	.....
3	61	61	2384	952	2,645 95	311 09	.....
4	104	114	368	541	2,677 95	345 26	.....
5	...	...	.....	.....	.....	.....	.....
6	...	...	.....	.....	.....	.....	.....
7	...	...	.....	.....	.....	.....	.....
8	...	...	.....	.....	.....	.....	.....
Totals	30	304	1,052	1,475	\$9,952 98	\$1,328 17	.....

TABLE D-Continued.

COMMISSIONER DISTRICTS.	Total cost of Schools.	Average cost of each School.	Cost of each Pupil.	Cost of each different Pupil.	Amount expended - during the year in build- ing, repairing and furnishing School- houses, not included in incidental expenses.	Estimated value of School-houses, School-house lots & School furniture.	Value of School books distributed, whether sold or loaned.
1	\$2,789 43	\$413 25	\$11 34	\$9 21	\$160 00	\$1,400 00	\$207 08
2	2,521 42	403 42	14 05	9 04	.....	1,800 00	315 39
3	2,957 04	473 12	11 43	8 40	.....	2,000 00	303 35
4	3,023 21	281 22	8 24	5 40	.....	2,200 00	389 31
5	.....	.....	.....	.....	.....	.....	.....
6	.....	.....	.....	.....	.....	.....	.....
7	.....	.....	.....	.....	.....	.....	.....
8	.....	.....	.....	.....	.....	.....	.....
Totals,	\$11,291 15	\$392 58	\$10 73	\$7 66	\$160 00	\$7,403 00	\$1,110 13

REPORT OF THE PUBLIC SCHOOLS OF MONTGOMERY COUNTY.

TABLE D.

Showing the amount paid for Teachers' Salaries, Incidental Expenses and Rent of School Houses, also the average cost of each School and each Pupil, and the estimated value of all School property in each Commissioner District.

COMMISSIONER DISTRICTS.	AVERAGE NUMBER OF SCHOOLS, TEACHERS AND PUPILS.			Total number of Different Pupils.	Total amount paid for Teachers' salaries.	Total amount paid for incidental expenses.	Total amount paid for rent of school houses and lots.
	Schools.	Teachers.	Pupils.				
1	6	6	167	.....	\$1,331 62	\$ 76 84	.....
2	9	9	329	.....	2,297 27	62 58	.....
3	6	6	219	.....	1,769 38	88 95	.....
4	9	10	331	.....	2,689 37	136 28	\$12 00
5	9	9	288	.....	2,316 20	83 71	.....
6	...	...	.....	.....	.....	.....	.....
7	...	...	.....	.....	.....	.....	.....
8	...	...	.....	.....	.....	.....	.....
Totals.....	39	40	1,334	2,000	\$10,403 84	\$448 36	\$12 00

TABLE D--Continued.

COMMISSIONER DISTRICTS.	Total cost of Schools.	Average cost of each School.	Cost of each average Pupil.	Cost of each different Pupil.	Amount expended during the year in building, repairing and furnishing School- houses, not included in incidental expenses.	Estimated value of School-houses, School-house lots and School furniture.	Value of School books dis- tributed, wheth- er sold or loaned.
1	\$1,408 46	\$234 74	\$8 43	.....	\$ 691 36	\$3,600 00	\$120 74
2	2,359 85	262 20	7 17	.....	963 80	3,100 00	293 64
3	1,838 33	309 72	8 48	.....	1,274 25	4,500 00	153 04
4	2,837 65	315 29	8 57	.....	95 97	3,800 00	172 70
5	2,399 91	266 65	\$ 38	.....	502 78	4,100 00	171 33
6	.....	.....	.....	.....	.....	.....	.....
7	.....	.....	.....	.....	.....	.....	.....
8	.....	.....	.....	.....	.....	.....	.....
Totals.....	\$10,864 20	\$278 57	\$8 14	\$5 43	\$3,528 16	\$19,200 00	\$911 45

REPORT OF THE PUBLIC SCHOOLS OF PRINCE GEORGE'S COUNTY.

TABLE D.

Showing the amount paid for Teachers' Salaries, Incidental Expenses and Rent of School Houses; also, the average cost of each School and each Pupil, and the estimated value of all School Property in each Commissioner District.

COMMISSIONER DISTRICTS.	AVERAGE NUMBER OF SCHOOLS, TEACHERS AND PUPILS.			Total number of different Pupils.	Total amount paid for Teachers' salaries.	Total amount paid for incidental expenses.	Total amount paid for rent of school houses and lots.
	Schools.	Teachers.	Pupils.				
8
4
9
6
5
3
2
1
Totals	35½	35½	1,090	1,240	\$11,191 16	\$1,067 13	\$42 31

TABLE D--Concluded.

COMMISSIONER DISTRICTS.	Total cost of Schools.	Average cost of each School.	Cost of each average Pupil.	Cost of each different Pupil.	Amount expended during the year in building, repairing and furnishing School- houses, not included in incidental expenses.	Estimated value of School-houses, School-house lots and School furniture.	Value of School books dis- tributed, wheth- er sold or loaned.
1
2
3
4
5
6
7
8
Totals.....	\$12,300 60	\$344 81	\$11 28	\$9 92	\$1,762 16	.....	\$709 00

REPORT OF THE PUBLIC SCHOOLS OF QUEEN ANNE'S COUNTY.

TABLE D.

Showing the amount paid for Teachers' Salaries, Incidental Expenses and Rent of School Houses, also the average cost of each School and each Pupil, and the estimated value of all School property in each Commissioner District.

COMMISSIONER DISTRICTS.	AVERAGE NUMBER OF SCHOOLS, TEACHERS AND PUPILS.			Total number of Different Pupils.	Total amount paid for Teachers' salaries.	Total amount paid for incidental expenses.	Total amount paid for rent of school houses and lots.
	Schools.	Teachers.	Pupils.				
1	10½	10½	405	646	\$4,003 00	\$249 36	.....
2	11	11	408	622	4,338 00	192 89	.....
3	10	10	248	402	3,910 00	182 61	.....
4	12½	12½	305	450	5,058 00	265 19	.....
5	...	...	.....	.....	.....	.....	.....
6	...	...	.....	.....	.....	.....	.....
7	...	...	.....	.....	.....	.....	.....
8	...	...	.....	.....	.....	.....	.....
Totals.....	44	44	1,306	2,120	\$17,309 00	\$890 05	.....

TABLE D—Continued.

COMMISSIONER DISTRICTS.	Total cost of Schools.	Average cost of each School.	Cost of each Average Pupil.	Cost of each different Pupil.	Amount expended during the year in build- ing, repairing and furnishing School- houses, not included in incidental expenses.	Estimated value of School-houses, School-house lots & School furniture.	Value of School books distributed, whether sold or loaned.
1	\$4,252 36	\$414 85	\$10 49	\$8 58	.....	\$1,800 00	\$325 70
2	4,530 89	457 35	12 28	8 09	.....	2,200 00	512 25
3	4,092 61	409 26	16 46	10 18	.....	2,000 00	378 99
4	5,323 15	417 50	17 41	11 83	.....	2,600 00	430 08
5	.....	.....	.....	.....	.....	.....	.....
6	.....	.....	.....	.....	.....	.....	.....
7	.....	.....	.....	.....	.....	.....	.....
8	.....	.....	.....	.....	.....	.....	.....
Totals.	\$18,199 05	\$413 61	\$13 93	\$8 58	.....	\$8,600 00	\$1,432 02

REPORT OF THE PUBLIC SCHOOLS OF SOMERSET COUNTY.

TABLE D.

Showing the amount paid for Teachers' Salaries, Incidental Expenses and Rent of School Houses; also, the average cost of each School and each Pupil, and the estimated value of all School Property in each Commissioner District.

COMMISSIONER DISTRICTS.	AVERAGE NUMBER OF SCHOOLS, TEACHERS AND PUPILS.			Total number of different Pupils.	Total amount paid for Teachers' salaries.	Total amount paid for incidental expenses.	Total amount paid for rent of school houses and lots.
	Schools.	Teachers.	Pupils.				
1	13	13	539	684	\$4,661 06	\$499 95	\$36 50
2	7	7	299	404	2,407 02	253 48	.....
3	11	11	412	505	3,698 24	391 48	42 00
4	12	12	361	403	3,724 87	257 74	22 00
5	11	11	533	635	4,243 50	544 92	38 75
6	...	...	.....	.....	.....	.....	.....
7	...	...	.....	.....	.....	.....	.....
8	...	...	.....	.....	.....	.....	.....
Totals.....	54	54	2,144	2,631	\$18,734 69	\$1,947 57	\$189 25

TABLE D-Continued.

COMMISSIONER DISTRICTS.	Total cost of Schools.	Average cost of each School.	Cost of each Average Pupil.	Cost of each different Pupil.	Amount expended during the year in build- ing, repairing and furnishing School- houses, not included in incidental expenses.	Estimated value of School-houses, School-house lots & School furniture.	Value of School books distributed, whether sold or loaned.
1	\$5,247 51	\$403 65	\$9 74	\$7 67	.....	.....	\$531 81
2	2,660 50	380 07	9 53	6 58	\$18 37	.....	186 42
3	4,131 72	375 61	10 02	8 18	57 65	.....	413 29
4	4,004 61	333 71	11 09	9 93	.....	.....	435 19
5	4,827 17	438 83	9 03	7 60	.....	.....	288 26
6	.....	.....	.....	.....	.....	.....	.....
7	.....	.....	.....	.....	.....	.....	.....
8	.....	.....	.....	.....	.....	.....	.....
Totals,	\$20,871 51	\$386 51	\$9 73	\$7 93	\$76 02	.....	\$1,854 97

REPORT OF THE PUBLIC SCHOOLS OF ST. MARY'S COUNTY.

TABLE D.

Showing the amount paid for Teachers' Salaries, Incidental Expenses and Rent of School Houses; also, the average cost of each School and each Pupil, and the estimated value of all School property in each Commissioner District.

COMMISSIONER DISTRICTS.	AVERAGE NUMBER OF SCHOOLS, TEACHERS AND PUPILS.			Total number of Different Pupils.	Total amount paid for Teachers' salaries.	Total amount paid for incidental expenses.	Total amount paid for rent of school houses and lots.
	Schools.	Teachers.	Pupils.				
1	6	9	122	277	\$2,060 46	\$54 94	\$20
2	5½	5½	107	185	1,567 15	58 39	.....
3	8	5	178	298	2,430 77	88 09	.....
4	5½	5½	126	247	1,801 39	41 93	.....
5	.....	.....	.....	.....	.....	.....	.....
6	.....	.....	.....	.....	.....	.....	.....
7	.....	.....	.....	.....	.....	.....	.....
8	.....	.....	.....	.....	.....	.....	.....
Totals.....	24½	24½	533	1,005	\$7,859 77	\$243 35	\$20

TABLE D--Continued.

COMMISSIONER DISTRICTS.	Total cost of Schools.	Average cost of each School.	Cost of each average Pupil.	Cost of each different Pupil.	Amount expended during the year in building, repairing and furnishing School- houses, not included in incidental expenses.	Estimated value of School-houses, School-house lots and School furniture.	Value of School books dis- tributed, wheth- er sold or loaned.
1	\$2,135 40	\$355 90	\$17 50	\$7 71	\$665 48	\$1,400 00	\$160 29
2	1,625 54	309 60	15 23	8 78	.....	1,700 00	136 31
3	2,518 86	314 85	14 13	8 51	.....	1,800 00	201 80
4	1,843 32	335 14	14 60	7 46	.....	1,200 00	87 18
5	.....	.....	.....	.....	.....	.....	.....
6	.....	.....	.....	.....	.....	.....	.....
7	.....	.....	.....	.....	.....	.....	.....
8	.....	.....	.....	.....	.....	.....	.....
Totals.....	\$8,123 12	\$328 21	\$15 23	\$808	\$665 48	\$6,100 00	\$585 48

REPORT OF THE PUBLIC SCHOOLS OF TALBOT COUNTY.

TABLE D.

Showing the amount paid for Teachers' Salaries, Incidental Expenses and the Rent of School Houses; also the average cost of each School and each Pupil, and the estimated value of all School Property in each Commissioner District.

COMMISSIONER DISTRICTS.	AVERAGE NUMBER OF SCHOOLS, TEACHERS AND PUPILS.			Total number of different Pupils.	Total amount paid for Teachers' salaries.	Total amount paid for incidental expenses.	Total amount paid for rent of school houses and lots.
	Schools.	Teachers.	Pupils.				
1	13.	13.	479.25	701	\$4,842 50	\$502 87	.....
2	13.	12.	249.00	414	4,137 50	188 27	.....
3	7.75	7.75	210.25	328	2,769 09	266 07	.....
4	7.75	7.75	188.00	367	2,511 53	122 27	.....
5	.....	.....	.....	.....	.....	.....	.....
6	.....	.....	.....	.....	.....	.....	.....
7	.....	.....	.....	.....	.....	.....	.....
8	.....	.....	.....	.....	.....	.....	.....
Totals	40.50	40.50	1,127	1,810	\$14,260 63	\$1,089 48	.....

TABLE II—Continued

COMMISSIONER DISTRICTS.	Total cost of Schools.	Average cost of each School.	Cost of each Average Pupil.	Average Cost of each different Pupil.	Amount expended during the year in build- ing, repairing and furnishing School- houses, not included in incidental expenses.	Estimated value of School-houses, lots & School furniture.	Value of School books distributed, whether sold or loaned.
1	\$5,345 37	\$471 84	\$12 75	\$ 8 75	.....	\$5,500 00	\$79 56
2	4,335 78	390 75	18 83	11 32	.....	3,500 00	353 27
3	3,035 16	432 58	15 94	10 22	.....	3,500 00	307 40
4	2,633 80	315 98	15 47	7 92	.....	2,500 00	275 42
5	.....	.....	.....	.....	.....	.....	.....
6	.....	.....	.....	.....	.....	.....	.....
7	.....	.....	.....	.....	.....	.....	.....
8	.....	.....	.....	.....	.....	.....	.....
Totals..	\$15,350 11	\$421 85	\$15 17	\$9 44	.....	\$15,000 00	\$1,735 68

REPORT OF THE PUBLIC SCHOOLS OF WASHINGTON COUNTY.

TABLE D.

Showing the amount paid for Teachers' Salaries, Incidental Expenses and Rent of School Houses, also the average cost of each School and each Pupil, and the estimated value of all School property in each Commissioner District.

COMMISSIONER DISTRICTS.	AVERAGE NUMBER OF SCHOOLS, TEACHERS AND PUPILS.			Total number of Different Pupils.	Total amount paid for Teachers' salaries.	Total amount paid for incidental expenses.	Total amount paid for rent of school houses and lots.
	Schools.	Teachers.	Pupils.				
1	16	16	802	917	\$4,709 55	\$313 88	\$417 50
2	14	14	755	919	4,206 89	500 81	65 00
3	14	14	693	810	4,065 50	484 65	99 00
4	15	15	746	893	4,386 69	710 22	125 00
5	17	17	895	1,048	5,049 56	528 91	48 00
6	16	16	777	907	4,611 20	342 48	150 00
7	14	14	628	731	3,634 60	446 69	20 00
8	12	12	376	465	2,787 25	195 30	65 00
Totals.....	118	118	5,672	6,689	\$33,451 14	\$4,022 94	\$989 50

TABLE D—Continued.

COMMISSIONER DISTRICTS.	Total cost of Schools.	Average cost of each School.	Cost of each Average Pupil.	Cost of each different Pupil.	Amount expended during the year in build- ing, repairing and furnishing School- houses, not included in Incidental expenses.	Estimated value of School-houses, School-house lots & School furniture.	Value of School books distributed, whether sold or loaned.
1	\$5,940 93	\$371 31	\$7 41	\$6 48	\$120 00	\$4,400 00	\$.....
2	4,772 70	332 98	6 32	5 20	113 20	7,000 00	.....
3	4,949 15	340 18	6 71	5 73	.....	4,500 00	.....
4	5,231 81	348 13	6 99	5 85	.....	5,000 00	3,181-88
5	5,626 47	330 97	6 29	5 37	40 00	7,500 00	.....
6	5,103 68	325 77	6 56	5 63	53 00	4,400 00	.....
7	4,101 29	292 95	6 53	5 61	.....	4,800 00	.....
8	3,047 55	261 23	8 10	6 55	.....	3,500 00	.....
Totals,	\$39,463 58	\$325 96	\$6 78	\$5 77	\$325 20	\$41,100 00	\$3,181-88

REPORT OF THE PUBLIC SCHOOLS OF WORCESTER COUNTY.

T. A. LEE D.

Showing the amount paid for Teachers' Salaries, Incidental Expenses and Rent of School Houses; also, the average cost of each School and each Pupil, and the estimated value of all School Property in each Commissioner District.

COMMISSIONER DISTRICTS.	AVERAGE NUMBER OF SCHOOLS, TEACHERS AND PUPILS.			Total number of different Pupils.	Total amount paid for Teachers' salaries.	Total amount paid for incidental expenses.	Total amount paid for rent of school houses and lots.
	Schools.	Teachers.	Pupils.				
1	13	12	483	769	\$3,182 97	\$243 15	\$.....
2	10	10	313	569	2,819 82	368 53	177 00
3	8	9	344	654	2,435 70	183 53	26 00
4	6	6	181	349	1,482 54	120 76	41 36
5	8	8	285	393	1,561 26	96 97	.....
6	...	...	.....	.....	.....	.....	.....
7	...	...	.....	.....	.....	.....	.....
8	...	...	.....	.....	.....	.....	.....
Totals	45	46	1,606	2,934	\$11,502 29	\$1,012 94	\$243 36

TABLE D—Continued.

COMMISSIONER DISTRICTS.	Total cost of Schools.	Average cost of each School.	Cost of each Average Puppl.	Cost of each different Puppl.	Amount expended during the year in build- ing, repairing and furnishing School- houses, not included in incidental expenses.	Estimated value of School-houses, School-house lots & School furniture.	Value of School books distributed, whether sold or loaned.
1	\$3,426 12	\$285 51	\$7 09	\$4 45	\$30 76	\$5,500	\$698 60
2	3,865 35	320 51	10 75	5 91	.....	2,000	369 00
3	2,644 23	391 74	7 62	4 04	.....	2,500	428 74
4	1,644 66	263 15	9 53	4 71	.....	1,100	143 54
5	1,678 23	209 77	5 89	2 83	.....	1,200	198 59
6	.....	.....	.....	.....	.....	.....	.....
7	.....	.....	.....	.....	.....	.....	.....
8	.....	.....	.....	.....	.....	.....	.....
Totals,	\$12,768 59	\$280 41	\$7 94	\$4 35	\$30 76	\$12,300	\$1,838 47

Statement showing the number of Public Schools, Teachers and Pupils in Baltimore City.

SCHOOLS.	1866.	Whole number Educated in the Schools.			Average attendance of the whole No. Educated.			Average number on Roll.			Average attendance of the Roll.			Number Promoted.
		Paying.	Free.	Total.	Paying.	Free.	Total.	Paying.	Free.	Total.	Paying.	Free.	Total.	
1	Balto. City College.....	300	29	329	275	25	300	300	29	329	275	25	300	
1	East. F. High School.....	339	56	395	318	47	365	339	56	395	318	47	365	
1	West. F. " ".....	359	44	403	354	36	390	359	44	403	354	36	390	
13	Male Grammar School....	3,035	1,567	4,602	2,179	1,110	3,289	2,127	1,115	3,242	1,803	890	2,693	126 to B. O. C.
16	Female " ".....	3,636	2,046	5,682	2,771	1,455	4,226	2,325	1,297	3,622	1,853	985	2,838	126 to F. H. S.
20	Male Primary School.....	3,204	4,472	7,676	2,190	2,348	4,538	1,769	2,311	4,080	1,446	1,771	3,217	1,033 To M. &
32	Female " ".....	4,187	5,064	9,251	2,839	3,343	6,182	2,387	3,432	5,819	1,982	2,555	4,537	1,310 F. G. S.
4	Evening Schools.....	150	590	740	116	310	426	97	320	417	83	238	321	
		15,210	13,868	29,078	11,042	8,674	19,716	9,703	8,604	18,307	8,114	6,347	14,461	2,750

	Paying.	Free.	Total.	
Whole number Educated.....	15,210	13,868	29,078	.....
Average attendance of Educated.....	11,042	8,674	19,716	.....
" number on Roll.....	9,703	8,604	18,307	.....
" attendance of Roll.....	8,114	6,347	14,461	.....
Promoted to other Schools.....	.....	.....	.....	2,750

NUMBER OF TEACHERS.	Male.	Female.	Total.
Baltimore City College.....	10	...	10
Eastern Female High Schools.....	1	8	9
Western " ".....	1	10	11
Male Grammar Schools.....	17	59	76
Female " ".....	...	88	88
Male Primary Schools.....	...	87	87
Female " ".....	...	119	119
Evening Schools.....	5	4	9
Music Teachers.....	2	...	2
	36	375	411

Summary of Expenditures and Receipts for 1866: Public Schools for Baltimore City.

257

1866.		1866.	
EXPENDITURES.		RECEIPTS.	
Salaries.....	\$305,069 26	Balance on hand January 1.....	\$ 770 70
Repairs and Cleaning.....	36,015 86	From City Register for Salaries to July 1st.....	91,989 58
Rent and Ground Rent.....	11,034 64	For Miscellaneous Acts to July 1st.....	39,766 55
Expenses of Com. and Chemicals.....	380 80	Tuition Fees.....	18,675 63
Furniture.....	5,781 10	Balance due Treasurer July 1st.....	4,289 50
Insurance.....	139 75	Paid by City Register since July 1st, Salaries.....	113,079 74
Printing and Advertising.....	3,669 48	Miscellaneous Acts.....	57,993 90
Books and Stationery.....	34,349 42		
Fuel.....	9,591 11		
Supplies.....	5,816 72		
New Building, (M. and F. P., 22.).....	11,475 00		
Interest.....	729 53		
New High School Building.....	1,612 93		
	\$325,665 60		\$325,665 60

Summary of Reports from Colleges in Maryland, showing the amount of Endowment, State Donations, number of Professors and Students, value of Property, &c., &c.

NAME OR TITLE OF COLLEGE.	LOCATION OF COLLEGE.	Amount of Endowment.	Amount of State Donations.	No. of Professors or Teachers.	Aggregate Salaries of Professors and Teachers.	NO. STUDENTS OR PUPILS.			Charge for Tuition Per Annum	Cost of Board Per Month.	Estimated Value of Property.	No. Volumes in Library.	Value of Apparatus.	No. of Acres of Land owned by the Institution.
						Boys.	Girls.	Total.						
St. John's College.....	Annapolis.....	\$.....	\$3,000	12	\$.....	.....	.....	.....	\$ 60 00	\$27 50	\$150,000	.....	.....	25
University of Maryland...	Baltimore.....	.....	.....	10	.....	181	.....	181	132 50	.....	.....	.....	.....	.....
Loyola College.....	Baltimore.....	.....	.....	10	.....	180	.....	180	60 00	.....	.....	12,000	.....	.....
Baltimore Female College..	Baltimore.....	.....	2,200	11	6,600	.....	125	125	60 00	20 00	50,000	3,650	600	.....
Calvert College.....	New Windsor...	.....	.....	4	1,600	50	.....	50	50 00	15 00	.....	1,400	200	42
Irving College.....	Manchester...	.....	.....	3	700	35	.....	35	50 00	17 50	8,000	400	200	8
Frederick College.....	Frederick.....	.....	800	3	2,300	80	.....	80	30 00	.....	7,000	.....	.....	.....
Mt. St. Mary's College.....	Emmitsburg...	.....	.....	25	10,500	134	.....	134	100 00	20 00	89,000	6,000	3,000	695
Washington College.....	Chestertown...	20,000	3,000	4	2,200	45	.....	45	35 00	15 00	15,000	1,500	1,000	10
† Md. Agricult'l College...	Prince Geo. Co.	.....	6,000	...	.....	.....	.....	.....	.....	.....	90,000	.....	.....	140

* After June 1, 1867, this College will receive a special donation of \$12,000 per annum, for five years, in addition to the annual donation of \$3,000 per annum.

† Not open.

SUMMARY OF REPORTS OF THE INCORPORATED ACADEMIES IN MARYLAND,—SHOWING THE AMOUNT OF ENDOWMENT, STATE DONATION, NUMBER OF TEACHERS AND PUPILS, COST OF TUITION, VALUE OF PROPERTY, &c.

Name or Title of Academy.	Location of Academy.	Amount of Endowment.	Amount State Donation.	No. Professors or Teachers.	Aggregate Salaries of Professors & Teachers.	No. Students or Pupils.	Charge for Tuition per Annum.	Cost of Board per Month.	Estimated Value of Property.	No. Volumes in Library.	Value of Apparatus.	What Denomination, if any.	No. Acres Land Owned by Insts.
Allegany Co. Academy,	Cumberland,	800 00	800 00	2	\$2500 00	25	\$34 00	25 00	8,000 00		400 00		1
Ann Arundel Co. Academy,	Millersville,	400 00	400 00	1	800 00	38	45 00	20 00	1,200 00				
Patapsco Academy,	Brooklyn, A. A. Co.	400 00	400 00	1	900 00	20	28 36	20 00					
St. Timothy's Hall,	Baltimore Co.,					120	100 00	25 00	30,000 00	1000	1000 00		41
Lutherville Fem. Seminary,	Luthersville, Balt. Co.			7	5,100 00	100	60 00	17 00	40,000 00	1400	3000 00	Luth.	13
Hannah More Academy,	Reisterstown, Balt. Co.			9		46	75 00	22 50	10,000 00			P. E.	3
Mt. De Sales,	Baltimore,								67,000 00			Cath.	76
Cecil Co. High School,	Elkton,			1	1000 00	18	16 00	18 00	5,000 00	30	75 00		
West Nottingham Academy,	West Nottingham,			2	1100 00	36	36 40	00 16 00	2,500 00		25 00	Pres.	
Academy for Boys,	Cambridge,	500 00	500 00	4	4800 00	30	20 00		1,000 00				
Academy for Girls,	Cambridge,	571 43	571 43	4	2500 00	50	50 00	22 50	6,000 00		1000 00		3
Academy for Boys,	East N. Market,	228 57	228 57	1	Un. with Pb. Schs			18 00	500 00				
Fred. Fem. Seminary,	Frederick,			9	6500 00	100	37 50	20 00	25,000 00	1000	1000 00		
St. John's Lit. Institute,	Frederick,	400 00	400 00	3		80	15 00		12,000 00	450		Cath.	
Fred. Acad. of the Visitation	Frederick,			20		200	35 00	20 00	100,000 00	500			
St. Joseph's Academy,	Emmitsburg,			20		78	50 00	20 00	175,000 00	800	500 00	Cath.	406
Bel Air Academy,	Bel Air,	150 00	150 00	1	1000 00	45	30 00	18 00	1,200 00		140 00		
Darlington Academy,	Darlington,	800 00	800 00	6	9000 00	40	28 00	16 00	1,500 00				
Patapsco Institute,					Un. with Pb. Schs	100	150 00	30 00	20,000 00	2000	1000 00		20
Shrewsbury Academy,	Galena, Kent Co.	100 00	100 00	2					200 00				

SUMMARY OF REPORTS OF THE INCORPORATED ACADEMIES IN MARYLAND, &C.,—CONTINUED.

Name or title of Academy.	Location of Academy.	Amount of Endowment.	Amount State Donation.	No. Professors or Teachers.	Aggregate Salaries of Professors or Teachers.	No. Students or Pupils.			Charge for Tuition Per Annum.	Cost of Board per Month.	Estimated Value of Property.	No. Volumes in Library.	Value of Apparatus.	What Denomination, if any.	No. Acres Land Owned by Insts.
						Boys,	Girls,	Total.							
Millington Academy,	Millington, Kent Co.,		200 00	2	\$1600 00	29		29	24 00	15 00	200 00				4
Rockville Academy,	Rockville,		800 00	1	1500 00	30		30	25 00	20 00	3,000 00				4
Brookville Academy,	Brookville		600 00	1	1500 00	44		44	Free.	14 00	4,000 00				1
Upper Marlboro Academy,	Upper Marlboro,		800 00	1	700 00	30	10	40	12 00	12 00	1,500 00				4
Centreville Academy,	Centreville,		600 00	1	500 00	30		30	12 00	12 00	1,000 00				1
Church Hill Academy,	Church Hill,		200 00	1	500 00				12 00	12 00	500 00				1
Washington Academy,	Princess Anne,		600 00	2	1200 00	45		45	18 00	17 00	10,000 00				10
Salisbury Academy,	Salisbury,		200 00	30		30		30	17 00	17 00	3,500 00				4
Charlotte Hall,	Charlotte Hall,		1600 00	3	1875 00	50		50	28 00	15 00	12,000 00	700	1200 00		300
St. Mary's Seminary,	St. Mary's Co.								25 00	12 50	6,000 00				
Easton Academy,	Easton,			2	1600 00	25	15	40	20 00	22 50	10,000 00				2
Hagerstown Academy,	Hagerstown,								32 00		5,000 00	140	135 00		5
Union Academy,	Snow Hill,	\$1000 00	300 00	1	700 00	30		30	16 00	16 00					4

Showing the number of Private Schools reported; the number of Teachers and Pupils in each County and the City of Baltimore.

COUNTIES.	Number of Priv. Sch's reported.	Number of Teachers reported.	Total No. of Pupils reported.
Allegany	10	15	763
Anne Arundel.....	8	14	215
Baltimore City.....	71	315	13,647
Baltimore County.....	36	46	993
Calvert.....	...	...	.....
Caroline.....	2	2	27
Carroll.....	6	17	208
Cecil.....	8	9	110
Charles.....	...	...	.....
Dorchester.....	4	6	106
Frederick.....	20	26	1,132
Harford.....	6	9	139
Howard.....	6	...	.....
Kent.....	5	5	105
Montgomery.....	9	13	209
Prince George.....	6	...	.....
Queen Anne.....	5	5	65
Somerset.....	3	3	52
St. Mary's.....	1	1	10
Talbot.....	4	5	91
Washington.....	10	10	155
Worcester.....	3	3	106
	222	504	18,133

Showing the number of Public Schools which were continued as Private Schools after the Public Schools closed, with the number of Teachers and Pupils and rate of Tuition, for the School year ending June 30, 1866.

COUNTIES.	Number of Schools.	Number of Teachers.	Rate of Tuition per term.	Number of Pupils.
Allegany.....	20	20	\$3 00	600
Anne Arundel.....	2	...	.....	.....
Baltimore City.....	...	...	.....	.....
Baltimore County.....	...	...	.....	.....
Calvert.....	...	...	.....	.....
Caroline.....	...	...	.....	.....
Carroll.....	15	15	2 50	453
Cecil.....	25	27	2 25	580
Charles.....	24	24	.....	450
Dorchester.....	...	...	.....	.....
Frederick.....	1	1	.....	45
Harford.....	26	26	2 50	783
Howard.....	...	...	.....	.....
Kent.....	3	3	.....	105
Montgomery.....	17	17	3 50	327
Prince George's.....	...	...	.....	.....
Queen Anne.....	...	...	.....	.....
Somerset.....	...	...	.....	.....
St. Mary's.....	8	8	2 50	96
Talbot.....	...	...	.....	.....
Washington.....	29	29	2 20	927
Worcester.....	3	3	3 00	75
	173	178		4,441

PRIVATE SCHOOLS.

PEMBROKE SCHOOL, BALTIMORE, *December 4th, 1866.*

Pembroke School has been in operation since September, 1863. During the first year the number of students was 56, the second year 96, the third year 90, the fourth year 107, in the third month of the session.

The average age of students is about 13 years. Probably no Private School in Baltimore has ever secured so large a patronage in so short a time.

It is the design of the Principal to erect upon ground already secured for the purpose, a commodious School Building, which, in adaptation to its object, shall be equal, if not superior to any Private Institution in the City.

JAS. C. KINEAR, *Principal.*

PRIVATE SCHOOLS IN CECIL COUNTY—F. A. ELLIS, President.—The select Female Schools at Fair Hill and Zion have been established by the Rev. J. H. Johns, a Presbyterian Clergyman, and are taught by young ladies, two at Fair Hill and one at Zion. The teacher at Fair Hill receives \$300 a year and her board; the other, being a teacher of Drawing and Music, receives a salary somewhat higher. The teacher at Zion receives a salary of \$200 and her board. It is the design of the patrons of these Schools, as I understand, to place them under the charge of the School Board so soon as we are prepared to establish graded schools in their localities, and the necessary buildings can be supplied. The other schools, named in the Report, are all small schools, kept by ladies in their own houses, except that of B. F. Heath, in Port Deposit, who has, I believe, some 30 or 35 scholars.

PRIVATE SCHOOLS IN DORCHESTER COUNTY—ROBERT F. THOMPSON, President.—The Female Seminary in Cambridge is very flourishing, and the Academy is prosperous, though not so successful as it ought to be in a town as large as Cambridge. Private Schools are poorly maintained. Some 8 schools were started the Fall term as subscription schools, but the most of them closed for want of support and on account of sickness, before the end of the term; I therefore make no report above.

PRIVATE SCHOOLS IN HOWARD COUNTY—S. K. DASHIELL, President.—I addressed a circular to each Private

school in the county, and I have had replies only from B. H. Archer, Esq., of Pavapeco Institute, and Mr. Matthews, of Phrenokosmian Hall.

PRIVATE SCHOOLS IN HARTFORD COUNTY—T. S. C. SMITH, President.—The Private Schools herein reported are well conducted. The Classics are taught in all the male and in one of the female schools. There were also, during part of the year, seven colored schools in the county sustained principally by private funds. These afforded instruction to about *Three Hundred Pupils*. It is difficult to state the precise or average number of pupils, owing to irregularity in their attendance. Those schools which I visited were evidently well conducted, and the pupils appeared to make good progress.

PRIVATE SCHOOLS IN MONTGOMERY COUNTY—WM. H. FARQUHAR, President.—The number of pupils in Private Schools, when no longer receiving public support, was considerably less than one-fourth the average attendance during the regular school terms. There are no Colleges in this county. Nothing has been done, as yet, toward organizing a County High School. There are two Academies receiving State donations to the aggregate amount of \$1400 yearly. This would seem to afford a basis for founding a High School, but it is believed that the condition of the public mind is not yet sufficiently favorable toward Public Schools to render the immediate establishment of a High School a judicious measure. It need not be long delayed, in case the policy of the State, in its relation to the Public School system, remains unchanged.

The efforts of the School Board to procure a local or county school tax, have altogether failed of success. We have consequently been compelled to suspend the schools at the expiration of the Spring term; and the important work of building and repairing school houses has not gone on as it should have done. The citizens have lent some aid to this work in several sections of the county. Considerable improvements have been effected, while much remains to be done. Finally, we have already shared in the benefits of the State Normal School, and other candidates are preparing to avail themselves of its beneficent assistance in qualifying teachers for their responsible position.

PRIVATE SCHOOLS IN TALBOT COUNTY—SAMUEL A. HARRISON, President.—In addition to the Private Schools and Academies mentioned in this report and the District Schools, there are a number of strictly Private Schools in families, into which the children of immediate neighbors are received, and of Infant Schools for very small children too

CHAPTER IV

THEORY OF THE EARTH

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BY-LAWS

FOR THE GOVERNMENT OF THE BOARDS OF

School Commissioners

OF MARYLAND,

ALSO RULES AND REGULATIONS FOR

TEACHERS AND PUPILS,

TOGETHER WITH FORMS AND INSTRUCTIONS FOR

Transacting all Public School Business,

ISSUED BY AUTHORITY OF

STATE BOARD OF EDUCATION.

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TO THE COMMISSIONERS OF THE PUBLIC SCHOOLS OF MARYLAND.

THE following Code of By Laws prepared by the State Superintendent of Public Instruction and issued by authority of the State Board of Education sets forth in detail the methods according to which the School System is to be put into harmonious and efficient operation.

The By-Laws are designed as the Complement to the Act providing a Uniform System of Public Schools for the State. Taken together with the Law, the Rules for the Government of teachers and pupils and the various forms contained in the Appendix, you have not only the theory but the complete working plan of the School System.

It is expected that Commissioners and teachers will make themselves thoroughly acquainted not only with the spirit but the letter of the law, and the regulations which are issued under its precepts. It is a system of Free Public Instruction. It recognizes the duty of Universal Education without distinction of caste, or class, or social position. It recognizes the great truth that all men are born free and equal, all have an interest in the public weal. All can become valuable citizens of the State, all can be enlightened and thereby made the contributors to wealth and progress.— Hence it passes by none, however humble. It opens a fountain of knowledge to which the multitudes may come and drink refreshing and invigorating draughts which make glad the heart, and stimulate those longings which encourage the development of a perfect humanity. It reveals a source of light, that will not only cheer but make safe the path of all who walk amid life's perplexities.

The work that opens before the School Commissioner thus becomes most eminently a missionary work, and appeals to him as a patriot and philanthropist to enter upon it with pure, disinterested and earnest motives.

To the Superintendent it is a cause not only of joy, but of devout thankfulness to the great Disposer of events, that the lot has fallen upon such highly qualified and sincerely de-

voted friends of education, to assist him in bearing the heavy responsibility which he has assumed.

It is the Pioneer who encounters the greatest obstacles, who has to make the rough places smooth, who is called upon to explain misapprehensions, to conciliate prejudices, to correct misinterpretations and remove those doubts and hesitations which even among clear thinking men always throw a shadow over and rear a barrier before every new enterprise.

We cannot and ought not to conceal from ourselves the fact, that a system of Free Public Instruction, which aims at nothing short of Universal Education, which designs to give the child of the poorest and humblest family every opportunity for elementary education; a system which, if the child prove worthy, will carry him forward through the High School and the College to the professional Schools of the University, is not unanimously advocated by our fellow-citizens. Some complain because they are taxed, and oppose Schools, saying "that no child is entitled to any better education than his parents can pay for." Others claim to be friends of Public Instruction but disapprove certain features of the Law and upon that base an opposition to Free Schools, instead of proving their sincerity by striving to correct the real or imagined defects. A few persistently oppose all Schools for the poor, asserting that the laboring man is most contented when ignorant, and as laboring men will always be needed, it is best that nothing be done which will cause them to be dissatisfied with their condition. By such specious arguments, universal education is opposed, and prejudices are awakened against every system which provides for the diffusion of knowledge among the masses. We have to contend against this opposition. We also have to meet that distrust which always attaches to new expedients, new laws, especially those Laws which work radical, social and moral changes. Let the contest be pursued with calmness. Seek by lucid explanations of the law and of its many beneficent provisions to gain for it friends. Convince the tax payers that it is better to use money for Schools than for Alma Houses and Penitentiaries. That the teacher is cheaper than the Judge. The School House costs less than the Court House. Thus disarm opposition and at the same time secure the hearty, earnest support of the thousands who know the value of knowledge and claim its benefits for the children who are to be our future voters, perhaps legislative and executive officers.

Many object to the School Law because so little has been accomplished under the old systems. Disappointed in the past and now impatient to reach results, they are disinclined to give this a fair trial, to wait till its growth proves its worth. They expect a sudden and radical change by which school houses will be transformed, teachers qualified, child-

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ren rendered docile and quiet. The law cannot do the work of Alladin's Lamp, but it can sow the seed and nurse the tender plant until it develops its strength, and is ready for the harvest. We must counsel our people not to be impatient. To remember that the foundation is now being laid, and ere long the superstructure will appear. Let the foundation be well laid. Better disappoint those who are over anxious, than gratify them by a sudden and short-lived development.

Had not the base been laid by builders wise

The Pyramids had never reached the skies.

Our motto is "to aim at the highest good with courage and with confidence," but we are willing to proceed slowly and cautiously. The General Assembly has given us a good law. With a few alterations it will be entirely adapted to our present wants. These alterations will not effect general principles. They concern minor details, will smooth down some roughness and remove seeming inconsistencies and verbal inaccuracies which naturally resulted from the changes made in the Committee and afterwards during debate in Senate and House. We have reason to feel a just pride in this law. It is proved by educationists of other States, and acknowledged to be not only a complete system, but to secure a greater degree of uniformity than has yet been attained by any similar enactment.

It is worthy of note that our legislators have in this law, come up to the full measure of duty, and instead of giving to the State a skeleton system, have enacted that which, with a few changes, can be adapted to the present and prospective necessities of our population. Such alterations and additions as may seem wise will be reported by the Committee appointed at the Convention of August 22 and 23. Besides verbal corrections, they chiefly concern the questions of local taxation for building school houses, the reading of the Holy Scripture at opening of school, the education of children employed in factories and a method by which a more regular attendance of pupils at school can be secured. To accomplish this and whatever else the Committee may suggest, we must endeavor to awaken in our legislature an earnest and enlightened zeal in the great cause of public instruction. It is the most important question of the day. Upon it the solution of the problem of our popular system of government depends. We must unite to sustain education. The work is committed to our hands. By every proper means, on all suitable occasions, and with all the weight of influence which we are able to exert, it is our duty to urge upon our people and legislative and executive officers their duty and privilege to make mental development keep pace with material progress, to have intelligence and prosperity advance with equal step, to exhibit to the world a people not only endowed with the right of self-government, but comprehending the

great purposes for which government is instituted, and capable to direct its powers, free from selfish designs, for the greatest good of the greatest number.

It is wise to investigate the causes of the inefficiency of the various systems of Public Schools heretofore enforced in our State. We are now behind the times, and in no grade of Public Instruction can we compare favorably with many younger States. Most of our Academics are little better than Grammar Schools. Our Colleges are provided with a full corps of Professors, but exhibit small catalogues of students. The fault has been with the old system of Primary instruction. Primary instruction has been inefficient because none of the means of conducting a School successfully have been supplied, and whenever a parent has had the ability, children, even of tender years, and young men have been sent away from home to secure elementary, academic and collegiate education. Our School Houses, with few exceptions, are inconveniently located, badly built and out of repair. I doubt whether we have two hundred really comfortable and suitable School houses in the State. The furniture is of the rudest kind. Books have been procured by the children slowly, and of various editions. No maps or black boards have been provided. In these badly furnished and rudely built, and inconveniently located houses, Teachers, with very small salaries, have been placed to instruct from twenty to fifty children, some without books, all without the ordinary comforts and conveniences of a well ordered School.

We need not be surprised at the result. The public money has been spent and very little good accomplished. It is true that this is not the case everywhere. There are honorable exceptions. There are Counties which, by liberal local tax, have been sustaining Schools, building School Houses, providing furniture and books, and dealing liberally with Teachers. They have succeeded, but their success is not yet equal to their expectation or intention. Compare such Counties with those which have made little progress, and it will be found that the difference results from the liberal appropriations for School Houses, School furniture and Teachers salaries, and the active and intelligent supervision which controls the system. The one has provided the means essential to the most moderate degree of success, the other has neglected to do likewise.

School work, like all other work, is "matter of fact business." We may indulge in earnest declamation about the beauty of virtue, the value of intelligence, the necessity of education. We may contrast the comforts of civilized life with the discomforts of the uncivilized. We may be enthusiastic about the spirit of the age and the wonders of the 19th century. These sentiments are right, but they do nothing for the cause of progress unless they lead us to build School Houses

and to provide money to compensate intelligent Teachers. We must therefore leave abstract discussions and come to practical detail. My advice most emphatically is, to each Commissioner and to each Board of School Commissioners, to give all possible attention, and secure all attainable means to building the Teacher's workshop; provide the necessary working tools, putting everything into good order for successful work, and then, with competent workmen and under vigilant supervision, begin the work.

As soon as we have secured these material requisites, we can *begin*. The Normal School, the Text-Book System, School Libraries, District Meetings, Teachers Institutes and Associations, High Schools and Colleges, will come in and make complete the system of Public Instruction. So important do I consider the School House, properly located and well furnished, to be to any degree of success, that I would recommend Schools to be open only six months in each year, if necessary, that funds may be accumulated to erect proper buildings.

But in this work we expect the co-operation of the citizens. The women of the District must be enlisted in the good cause. By contributions, by fairs, pic-nics and such like means, funds can be raised, and neat School houses built, all over the State, which will be the pride of each neighborhood, and attract the attention of strangers to the zeal of the people in the educational progress, and the determination of parents to secure for their children reasonable personal comforts with the necessary aids and encouragements to the acquisition of knowledge:

These ideas are expressed in a condensed tabular form in my first Report to the General Assembly of Maryland, page 128, and are here repeated.

The FOUR ELEMENTS which constitute a GOOD PRIMARY SCHOOL, and without which this System of Public Instruction will fail of great results, are :

- I.—A SUITABLE SCHOOL SITE.
- II.—A CONVENIENT SCHOOL HOUSE.
- III.—A WELL QUALIFIED TEACHER.
- IV.—AN EARNEST AND INTELLIGENT SUPERVISION.

I.—The School Site :

Remote from noise and that routine work which attracts the attention of children.

II.—The School House :

- 1.—Neatly built with architectural proportions.

- 2.—Furnished comfortably with referenae to Physiological Laws.
- 3.—Equipped with Black Board, Outline Maps, Text-Books and cheap Educational Apparatus.
- 4.—Well warm d, lighted and ventilated.

III.—*The Teacher :*

1. A thorough knowledge of the subjects to be taught.
2. Skill in the art, and love for the work of teaching.
3. Capacity to govern, cheerful temperament, of good manners.

IV.—*Supervision :*

1. Earnest, by some gentleman interested in Public Schools.
2. Intelligent, by some gentleman capable to judge of Teaching.
3. Vigilant, by some gentleman who will devote time to the work.

The best teacher accomplishes little if his School room be inconvenient and badly furnished. He is like the mechanic who has neither shop nor tools. The best Teacher becomes listless if his work is never inspected. He is discouraged if no person manifests interest in his School and notes the progress of his Pupils.

In many sections of the State there are few resident teachers competent to instruct, thoroughly, in all the branches, of study designated in the law. Until the Normal Schools and Teachers' Institutes have furnished qualified home teachers for every city and county, we must depend upon those who come to the District to take charge of the school.

Many applications have been made at the Superintendent's office for schools, chiefly by young women. Of these several have, at the request of Commissioners, been sent to the counties.

To meet future demands a register has been opened in which the names and references of applicants will be entered. Should any Commissioner have occasion to ask the aid of the Superintendent, he must state distinctly the location of the school, the probable salary, the price of board near to the school, and such other facts as will give the teacher a definite idea both of duties, emoluments and personal comforts connected with a home. This last is of great importance for women teachers, none of whom are willing or ought to go to a distant district without having first the assurance of board in an agreeable family. This arrangement must be made by the Commissioner or School Visitor, and, if well made, will retain the services of competent teachers when they are secured.

Itinerant teachers are not generally successful. They form no social ties. They do not become acquainted with parents and children at home. Their personal influence is slight, and so their efficiency in the school room. Pleasant homes will not only attract teachers, but will induce them to become permanent residents. Thus, interest in the pupils will be strengthened, opportunities of usefulness increased, and authority exerted with success, increased by co-operation of parents and a knowledge of the character of the young students. As a general rule, the teacher should be a resident among the patrons of the school, and whenever practicable a *permanent* resident.

The employment of women teachers in our primary Schools, and even in schools of higher grade, is rapidly becoming a necessity. The increased demand for labor in every department of industrial occupation, and the high wages given to skilled mechanics and competent clerks, attract young men. They are vacating the school room. The experience is the same in every State.

An examination of the statistics of various Normal Schools, developes the fact that three-fourths of the students who are qualifying themselves for the work of the Teacher, are young women. Thus it becomes evident that in common with the schools in other States, we must expect to employ to a large extent, women teachers. In some sections objection is urged that they cannot govern bad boys—or to use the popular phrase, “the big boys who go to school during the winter.” The answer to this is that boys who are too big to behave themselves, are not fit subjects for school discipline. They ought not to be admitted even if the teacher has muscle enough to win in a fight. But the idea that women teachers cannot maintain perfect discipline, is an error. It is one of the ideas that experience is rendering obsolete. They govern by an influence that is more potent than muscle or rude words, and by systematic mildness exert a controlling power over the largest as well as smallest scholars. Women are also more patient and persevering as teachers. The necessity, therefore, of employing them may be regarded as a benefit. We must make the experiment. When once fairly tried old prejudices will pass away, and they who are the natural educators of the young will be esteemed for their work's sake, be recognized as the friend of the children, and valued for the good example which, in school and out of school, they exhibit to the pupils committed to their care.

Giving attention to the points referred to, and striving to elevate teachers to their appropriate position as members of society, we will do much for them, for our children and for ourselves. It will be a privilege, from year to year, to record progress—to see old and unworthy prejudices disappear, and with the development of the masses of the people, mor-

ally and intellectually, hail the day of durable prosperity such as can only exist in communities educated and enlightened.

Upon the teachers, into whose hands these By-Laws will be placed, and to whose duties they refer, a solemn responsibility rests. After the school authorities have done all that devolves upon them, the full success of the work depends upon the teachers. Encourage them to enter upon their work as a sacred mission. They deal with a tender mind and conscience. They impart ideas of right and wrong which will remain through life. Thoughts impressed in early childhood are never erased. Habits of system, neatness and courtesy, may be found at school. The teacher has the plastic wax and may mould it at his will. Thus the daily routine duties of class and school room work give the teacher power. It is the province of the commissioner and of the visitor, to see that so great power be exercised for the greatest attainable good. Therefore no immorality or negligence, or even rudeness, is to be tolerated. The teacher must not only instruct properly but live properly. In school and out of school the example must be good, that the dignity of the vocation of teaching may be preserved, youth trained in the paths of virtue and knowledge, and become a comfort to their parents, a credit to their preceptors and, in process of time, an honor to the State.

To this end we labor. To this the Superintendent, with all the energy he possesses, will devote his thoughts and time. He feels the importance of his position. He regards it as a noble mission. He commences determined to work on, not discouraged by opposition, not dismayed by obstacles, not disheartened by misrepresentations, but fully convinced with perfect faith, that in process of time success will crown our efforts, and under the wise guidance of the able State Board of Education, with the aid of liberal minded and earnest commissioners a system of Public instruction will be developed for Maryland equal to the best in any State of the nation.

L. VAN BOKKELEN,

State Sup. Pub. Inst.

Baltimore, October, 1865.

BY-LAWS, RULES & REGULATIONS

FOR THE GOVERNMENT OF THE

BOARDS OF SCHOOL COMMISSIONERS

AND THE PUBLIC SCHOOLS OF MARYLAND.

By Authority of the State Board of Education.

[Laws of 1865, Chap. 160, Title 1. Chap. 1, Sec. 2. The State Board shall issue a uniform Code of By-Laws for the Government of all the County School Boards, and the Schools and High Schools under their charge.]

ARTICLE I.—*The Boards of School Commissioners.*

SECTION 1. There shall be stated meetings of the Boards of School Commissioners of each county, on the first Wednesday after the 15th day of November and April, and on the first Wednesday after the first Tuesday in February and July. Special meetings may be convened by the President, he giving at least five days notice.

SEC. 2. The Board shall have power to determine all questions of dispute arising in the administration of the School laws. An accurate record must be made of each case decided, that, if an appeal be taken to the State Superintendent, all the facts may be reported.

SEC. 3. The salaries of teachers and all the incidental expenses of the schools, shall be paid by order of the Board, at the end of each term. If the public money be not sufficient, the Board is authorized to borrow what may be needed, and to issue its note signed by the President and endorsed by the Treasurer.

SEC. 4. The business of the Board shall be transacted in the following order:

1. The President shall take the chair when a legal quorum of the Board has assembled, shall call the Board to order, and require the members to be seated.

2. The Secretary shall call the roll, note the absentees, and read the journal of proceedings of the last meeting.

3. Reports from the Commissioners of the respective Districts, after the manner and form prescribed, shall be received and referred to the Committee on Accounts.

4. Statements of accounts for the last term, shall be made by the Treasurer.

5. All claims against the Board shall be presented, considered, referred, approved or rejected.

6. Reports from Standing or Special Committees, shall be received.

7. Each Commissioner shall be called upon, in the order of Districts, to make a record of such business as he purposes to bring before the Board for deliberation or action during the meeting; and the President shall decide, if there be any difference of opinion, which business shall have precedence.

8. All propositions and resolutions shall be made in writing, and if seconded, may be discussed, referred, or otherwise disposed of.

9. No member shall speak more than twice upon any question, unless by permission of the Board. Every member addressing the Chair shall rise from his seat, and no conversation between two members of the Board shall be permitted.

10. No motion shall be in order, raising a new question, until the question before the Board shall have been disposed of—and all motions with reference to the question before the Board shall be received in the following order of precedence, to wit: to lay on the table; for the previous question; to postpone; to commit; to amend.

11. Any motion admitting of division into two or more distinct questions, may be so divided at the request of a member.

12. Any member may call for a division, and the yeas and nays upon any question shall be recorded when called for by three members.

13. A motion to adjourn shall be always in order.

14. A motion to reconsider a vote shall be made only by a member who voted in the majority.

15. In addition to the foregoing rules, the rules generally adopted by deliberative bodies for their government, are declared to be in force for the government of the Board.

Sec. 5. The Boards shall, on the 15th day of October of each year, report to the State Superintendent in such form as he may prescribe, the condition of all the Schools under their care, embodying abstracts from the reports of District Commissioners, suggesting such improvements in the School System as they may deem useful, and giving such other information in regard to public instruction as may be of public interest.

They shall also report the number of private Schools, Academies and Colleges in the county or city, their course of study, number of pupils, boys and girls, and all other information, in such form as the State Superintendent may prescribe, so as to present a full view of their educational facilities. A duplicate copy of this report shall be deposited in

the office of the Clerk of the Circuit Court of the county, or for the city of Baltimore with the Clerk of the Superior Court, who shall safely keep it.

SEC. 6. The Board may call a special meeting of the resident voters of any School District at any time during the year, to be held at the School House. Of such meeting at least two weeks notice must be given by advertisement in the county newspaper, and be posted upon the school house door, at the post office, and two other places of public resort within the district. The object of the meeting shall be clearly stated, and none other shall be voted upon except that for which the special meeting has been convened.

ARTICLE II.—*The President.*

SEC. 1. It shall be the duty of the President to preside and keep order at the meetings of the board, and to enforce the rules adopted for its government; if from any cause he should be absent, the board shall appoint a chairman pro tem.

SEC. 2. He may speak and vote upon any question, except in case of appeal from his decision.

SEC. 3. The President shall constitute a medium of communication between the State Superintendent of Public Instruction and the subordinate school officers and the schools. It shall be his duty to visit, as often as may be practicable, the schools of the county, to examine the pupils, to enquire into all matters relating to the management, the course of study and the mode of instruction and discipline, so that each school shall be equal to the grade for which it was established, and that there may be uniformity in the course of study.

2. He shall, as opportunity offers, address the people in their school districts on the importance of Public Instruction, and endeavor to enlist their interest in the schools and their teachers, and make such suggestions as he may think important to be considered in the Annual School District meeting for the purpose of increasing the efficiency of discipline as well as the comfort of the pupils.

3. He shall examine into the condition of the school houses, sites, outbuildings and appendages, examine the district libraries; advise with and counsel the school officers of the district in relation to their duties; suggest methods for warming and ventilating school houses, adorning school grounds, recommend to teachers improved modes of instruction, and use every effort to advance the cause of public instruction, and to carry out the advice and instruction of the State Superintendent.

4. He shall organize and conduct once in each year, for his own county, at such time as, after conference with the State Superintendent, may be designated, a Teachers' Institute at some central locality in the county, to which access is con-

venient, and where the teachers will receive the encouragement of hospitality. In this work the President will be aided by a Professor from the Normal School, or by some practical teacher appointed by the State Superintendent.

5. He shall also encourage and assist at Teachers' Associations, to be convened at least four times in each year, on the last Saturday of some month, in each Commissioner District, or such districts united; requiring the attendance of the teachers of the district for the purpose of mutual conference and instruction in their duties.

Sec. 4. He shall, by himself, or together with a Professor of the Normal School, or some other practical teacher designated by the State Superintendent—examine and license teachers, whose certificates shall be of effect for three years from date—re-examine any teacher holding his or his predecessor's certificate, and if he find him deficient in learning or ability, annul the certificate.

Sec. 5. He shall appoint three standing committees to serve for the two ensuing years, viz: a committee of two on Accounts, a committee of two on Books and Stationery and a committee of two on School Houses and Sites, and School Furniture.

Sec. 6. He shall sign all drafts ordered by the Board, authorizing the Treasurer to receive money for the use of the Public Schools, and all orders authorizing the disbursement of money by the Treasurer.

Sec. 7. Whenever it is impracticable for the President to examine thoroughly an applicant for the position of teacher, or he may deem it advisable to defer the examination and allow the applicant to teach on probation, the President shall issue to the person applying a permit for not more than sixty days, during or at the determination of which period an examination must be held.

ARTICLE III. *Secretary and Treasurer.*

Sec. 1. The Secretary and Treasurer shall be elected by ballot, at the stated meeting in July of each year, or at some subsequent meeting held by special appointment.

Sec. 2. He shall take charge of and keep open the office of the Board; on such days and at such hours as the Board may direct.

Sec. 3. It shall be his duty to countersign all drafts ordered by the Board and signed by the President, for money for the use of the Public Schools.

Sec. 4. He shall receipt for all money received, and deposit it to his credit as Treasurer, as directed by the Board—keeping an accurate account of the same, distinguishing the particular source from which it has been received, and disburse the same according to the order of the Board, making the same distinction in his disbursements.

SEC. 5. He shall render to the Board, at each stated meeting, an account of receipts and disbursements.

SEC. 6. He shall keep a fair and accurate record of the proceedings of the Board, and file and preserve all reports in writing, all accounts, and other written or printed matter from time to time laid before the Board, subject at all times to the examination of any member, and shall make a general report of the state of such accounts annually.

SEC. 7. He shall receive and keep safely all deeds, notes, bonds or evidences of debt due the Board, and render an account thereof whenever the Board shall require it.

SEC. 8. He shall record legibly all the receipts and expenditures of the Board, keeping a particular account of the expenses of each District, in books provided for that purpose and preserved in the office of the Board.

SEC. 9. He shall order such books and stationery as may be necessary for the general use of the Board and office, and by order of a Commissioner subject to such rules as the Board may have adopted, shall procure, through the Superintendent, from the State Agents or the publishers, books and stationery for use of the Schools. All such orders shall be filed, and the books and stationery charged to the District for which the order was given.

SEC. 10. He shall keep an account of books and stationery with each School, distinct from all other accounts for salaries or incidental expenses, noting the cost of books and the receipts from sale or use.

ARTICLE IV.—*The Commissioners.*

SEC. 1. Each Commissioner shall exercise a general supervision over the Schools in his District, and shall visit and examine into their general condition at least once in every term, and report thereon at each quarterly meeting of the Board.

SEC. 2. He shall account for all money coming into his hands as Commissioner from any source, and shall file with the Treasurer receipted bills as vouchers of the faithful disbursement of all funds appropriated to his District.

SEC. 3. Each Commissioner shall report to the Board at its stated meetings, (on forms provided for the purpose,) the number of pupils attending School—boys and girls—the salary of each teacher, the incidental expenses of each School, and the amount received for text books. He shall also report the condition of School houses and School furniture, and what amount, if any, is needed for repairs and improvements.

SEC. 4. He shall (by and with the consent of the Board,) appoint from the list of persons holding registered certificates, teachers to take charge of the Schools in his Dis-

trict, subject to removal by the Board for good and sufficient cause.

SEC. 5. He shall hear and decide upon all complaints or charges made against any teacher in his District, and in case of misconduct on the part of a teacher, shall have power to punish the same by admonition, or, in extreme cases, by the suspension of the teacher from his functions, until the next meeting of the Board, (when the case shall be heard and finally determined,) and to employ a proper person to fill the place of the teacher so suspended, who shall receive the salary which such teacher would have received. He shall also have power to order the dismissal of any pupil, for good and sufficient cause.

SEC. 6. If a vacancy occur in any Commissioner District by resignation, death or otherwise, all the duties of the office shall be performed by the President of the Board of School Commissioners, until another Commissioner is appointed by the State Board of Education. The President shall be the District Commissioner *ad interim*.

ARTICLE V.—*School Visitor.*

SEC. 1. There shall be appointed by each District Commissioner, for each School in his district, to serve one year, one person of good moral character and zeal in public instruction to act as School Visitor.

SEC. 2. It shall be the duty of the Visitor to aid the Commissioner in the supervision of the School property and the advancement of the interests of the pupils. He may visit the School as often as convenient, note the progress of the pupils and the conduct of the teacher, and report the same to the Commissioner.

SEC. 3. The Visitor will act as the friend and adviser of the teacher, and adopt such plans as his judgment may suggest and the Commissioner may approve to advance the cause of public instruction; to secure supplies of articles needed for comfort of the pupils, and to encourage parents and guardians to send their children and wards regularly to school.

SEC. 4. The Visitor shall examine the term report of the teacher before the report is sent to the Commissioner, and shall endorse thereon his opinion concerning the same.

ARTICLE VI.—*Teachers.*

SEC. 1. It shall be the duty of teachers to give punctual and constant attendance in School at the hours specified; to have the school room well swept, daily, and well warmed in winter, to give their personal attention and instruction to the pupils during the whole of said School hours. They will be held responsible for the order of the School and progress of the pupils. They shall receive respectfully, and give due

weight to the admonition, advice or instructions of the Commissioner of the District, and submit to his arbitration all difficulties arising in the government of the School.

SEC. 2. They shall keep a record of the daily attendance of themselves and each pupil, in a time book provided for that purpose, which shall be preserved and submitted to the inspection of the President, Commissioner and Visitor whenever desired; and make a term report to the Commissioner, (on blanks provided for that purpose,) of the number and names of the pupils attending School during the term, giving the exact date of the entrance and withdrawal of each pupil and the actual number of days each pupil attended during the term, designating the number of boys and girls, the amount of fees received, for use of books &c. This report must contain the teacher's bill for salary, and the incidental expenses of the School, and be delivered to the Commissioner, endorsed by the Visitor, three days before the stated meeting of the Board. Monthly reports shall be rendered, if required by the Commissioner. See (*Appendix.*)

SEC. 3. Every teacher shall swear or affirm to his or her report and account, before a Justice of the Peace or a School Commissioner.

SEC. 4. For each day's absence from school without good and sufficient cause, the teacher shall forfeit the proportionate amount of salary.

SEC. 5. If any penalty be inflicted upon a teacher by the Commissioner of the District, such teacher shall be entitled to receive a specification in writing of the alleged offence, and shall have the right of appeal to the Board at its next meeting.

SEC. 6. If any teacher vacate his school before the close of the term without the consent of the Commissioner, he shall forfeit the salary already accrued for the current term, and be disqualified for any future service under this board.

SEC. 7. Any teacher in the employment of this board who shall refuse to vacate the school when regularly notified of his suspension by the Commissioner of the district, shall forfeit all claim for compensation for services during the term in which such suspension shall take place, and be thereafter ineligible to any school under the control of this board, unless reinstated.

SEC. 8. Every teacher shall keep an account of the books and stationery furnished each pupil for use, and shall require the return of the same when the child leaves school, and if refused, he shall inform the Commissioner. The teacher will be held responsible for the safe-keeping and good condition of the books and stationery belonging to the board.

SEC. 9. No teacher shall grant the use of books or stationery to any pupil, unless the fee for the use of said books and

stationery had been paid ; nor sell any books or stationery except for cash.

SEC. 10. Each teacher, as the agent of the board, shall collect and account for all books and stationery money.

SEC. 11. The teachers shall purchase, when necessary, such articles as are allowed by Section seven of Article nine, and shall pay for them out of money received for books and stationery, and present receipted bills for the same, placing the amount under the head of incidental expenses in their term reports,

SEC. 12. Every teacher shall make out and furnish to the Commissioner, an inventory of the books and stationery in the school at the expiration of each term ; also an inventory of the books and stationery needed for the ensuing term.

SEC. 13. If a teacher wishes to vacate the school at the end of the term, ten days notice must be given to the Commissioner. If any teacher leave without giving notice, he shall be disqualified to serve again under this board, except by unanimous consent.

SEC. 14. No teacher is eligible to an appointment under this board without having a registered certificate from the President or State Superintendent, or a diploma of the State Normal school. The legal age of men teachers is 20 years, of women teachers 18 years.

ARTICLE VII.—*Committees.*

SEC. 1. It shall be the duty of the Committee on Accounts to examine the reports of teachers and school Commissioners, and all accounts that may be presented relating to the Public schools, and report the result to the board.

SEC. 2. It shall be the duty of the Committee on books and stationery to report to the board at the stated meeting in July of each year, the books and stationery fit for use in each school, and an estimate of the number of each kind of text books and the quantity of stationery needed for the ensuing school year ; from which report the board may make up its statement to the Superintendent with the schedule of books and stationery required for use in the county.

SEC. 3. The Committee on school Houses Furniture and sites, shall consist of the President, a Commissioner, each for his own district, and the Treasurer. They shall make all contracts for buildings, and superintend the work.

For school Houses in the district of which the President is the Commissioner, the board shall select the third member of the committee.

No School House shall be built without authority of the Board first obtained, and a specific appropriation for payment of the same.

ARTICLE VIII.—*Children, Parents and Guardians.*

SEC. 1. No pupil will be admitted under six years of age, nor unless decently and comfortably clothed.

SEC. 2. Pupils ought to enter promptly at the beginning of each term.

SEC. 3. No part of the book fee will be returned in case of the dismissal, expulsion, or voluntary withdrawal of any pupil. With the consent of the Commissioners, pupils may be transferred from one school to another during the term.

SEC. 4. Any pupil who may be prevented by protracted sickness—say one month—from attending school during the term, for which payment has been made in advance, shall be entitled to a proportionate deduction in the book fee of the succeeding term.

SEC. 5. Parents and guardians are expected to require punctual attendance of their children or wards at school; to keep them well and comfortably clothed, so that the school will always present a respectable appearance. They are expressly required, on no account, to interfere with teachers in the discharge of their duties, but to lodge all complaints before the Commissioner of the District, by whom they will be attended to.

SEC. 6. Parents and guardians must exercise strict vigilance over their children or wards, and prevent them from defacing, destroying, or losing any of the books belonging to the Public Schools, and see that all books and stationery are returned when the child leaves school. Parents will be required to replace or pay for all books retained, destroyed or lost; they will be held responsible and required to pay for all damages done by their children or wards to school houses, school furniture, trees, fences, &c.

SEC. 9. Smoking, chewing tobacco, carrying fire arms or other dangerous weapons, either in the school house or on the premises, are strictly forbidden.

SEC. 10. No pupil shall be received into school unless properly vaccinated.

See Appendix.

ARTICLE IX.—*The Government of Schools.*

SEC. 1. The system of instruction and the text books shall be uniform throughout the State, and shall embrace the following branches, viz: Orthography, Reading, Writing, Arithmetic, Geography, History, English Grammar, Book-keeping, Algebra, Natural Philosophy and such other branches as the Commissioner, with the consent of the Board may select. Each pupil must pursue the prescribed course of study.

SEC. 2. The School year shall be divided into four terms. The Fall term from September 1st, to November 15th. The Winter term from November 16th, to January 31st. The Spring term from February 1st, to April 15th. The Summer term from April 16th, to June 30th.

SEC. 3. All books or stationery purchased or used by pupils attending any public school, shall be paid for in advance at the rate prescribed by each County Board.

SEC. 4. The salaries of teachers shall be determined by each Board of School Commissioners for its own county, and when the salary is not a fixed amount it may be calculated as follows:

There shall be a fixed minimum Salary, per term, for every school containing not more than 15 pupils. For each additional pupil over 15 and up to 25 there shall be an increase of salary from \$1.50 to \$2.00 per term as the Board may decide. For every pupil over 25 and up to 35, an addition from \$1.00 to \$1.50 per term; for all pupils over 35, an addition of \$1.00 until the maximum is reached.

See Formula in Appendix.

SEC. 5. School shall be opened daily, five days in each week, and for six hours each day.

SEC. 6. There shall be a public examination of the pupils in each school in the last week of each term, which shall be superintended by the visitor, and to which the parents and guardians of the pupils, and the public generally, shall be invited.

SEC. 7. The commissioner may order the following articles for the comfort, convenience and security of the School, viz: Fuel, axes, saws, water-buckets, drinking-cups, wash-basins, towels, soap, locks and fastenings, glass and glazing, brooms, dusting-brushes and white-washing and cleaning once a year—all of which shall be paid for out of the book fees accruing to the school, and charged among incidental expenses.

SEC. 8. Whenever a school has less than twelve registered scholars, it may be discontinued; and this at any period of the current term.

SEC. 9. The Commissioner Districts shall be numbered, First, Second, Third and so on. The schools within the limits of each Commissioner District shall also be numbered from one and upwards. Schools shall be designated as follows:

School No. 1, 2, or 3, of Commissioner District No. 1.

School No. 1, 2, or 3, of Commissioner District No. 2.

The number of Schools in each Commissioner District should as near as practicable, be equal.

APPENDIX.

RULES RELATING TO TEACHERS.

1. All Teachers and Assistants are required to be in their school rooms fifteen minutes before the hour of opening school, and to have the school room thoroughly swept daily, and well warmed in winter.

2. Teachers are not allowed to attend to any business during school hours, except that which appertains to the School, nor to be occupied with any subject of private study or reading.

3. Teachers are required to report to the School Commissioner of the District at the end of each term the condition of their Schools, and oftener, if requested. They shall notify parents of the absence of pupils who do not bring a written explanation of the cause of absence. They shall record and present to the Commissioner, when he visits the School, the names of disorderly and negligent pupils.

4. Teachers must not allow themselves to be interrupted by the visits of any person, during school hours, except the President of the Board of School Commissioners, a School Commissioner, or the School visitor.

5. Teachers shall neither receive from parents nor send to them verbal messages regarding discipline, but all such messages must be in writing.

6. Teachers must keep a correct account of the books and stationery procured for their schools, and must report to the Commissioner the books and stationery on hand at the end of each term, the number sold, and amount received from sales or for use of books.

7. Teachers are not required to hear the recitations of dilatory pupils or those who are not prepared at the regular time for recitation, unless it can be done without interrupting the regular school duty.

8. Teachers are authorized to suspend pupils who are persistently disobedient or immoral in their conduct, but must promptly report the case with the charges to the Commissioner for his action.

9. Complaints against teachers must be made to the Commissioner in writing, and shall not be acted upon until the teacher has been notified; when such complaints shall be thoroughly investigated, and if not sustained shall be promptly dismissed.

10. In no case shall a patron of the school, who has reason to complain of the discipline or conduct of the teacher, make such complaint in the presence of the pupils. The Commissioner is the only person authorized to hear and determine charges against teachers. From the Commissioner's decision an appeal may be taken to the Board.

11. If any parent or guardian shall abuse a teacher, by the use of offensive language, or shall use any means to intimidate him from exercising proper discipline, the teacher may suspend from school privileges the children of such parent or guardian until the case can be heard and determined by the Commissioner.

12. Teachers may purchase, by order of the Commissioner, the following articles for the use of the school, viz: Fuel, axes, saws, water-buckets, drinking cups, wash-basins, towels, soap, locks and fastenings, and glass for windows, and may have the school room white-washed and cleaned once a year, all of which shall be paid for out of any money received on account of books, and shall be charged in the bill for incidental expenses, which shall be accompanied by the proper vouchers.

RULES RELATING TO PUPILS.

1. The privilege of attending the public schools shall depend upon the pupil's observance of the rules and regulations, and the parents' compliance with what is required of them.

2. Each pupil shall pay in advance for the use of books, unless released by the commissioner.

3. Punctual attendance is required at the hours appointed for opening of school, A. M. and P. M. When a pupil comes into school after his class has recited the day's lesson, the teacher shall not neglect other duties to hear his recitation alone.

4. In case of absence, pupils must bring notes from their parents explaining the cause of the same.

5. Any pupil who, being frequently absent from school, is unable to keep up with his class, shall be reported to the Visitor for reprimand. If this does not secure regular at-

tendance, the pupil may be suspended and reported to the Commissioner.

6. Pupils when entering or leaving the school room must bow respectfully to the teacher. They shall keep silence in school; and avoid all unnecessary noise while upon the school premises.

7. No pupil shall be permitted to leave school before the regular hour for closing, for any cause except sickness.

8. Pupils must conduct themselves with propriety during recess, which shall be limited to ten minutes A. M. and P. M., and be at different times for boys and girls.

9. Pupils shall be considered under the government of their teachers, while going to and returning from, as well as when in the school room.

10. Pupils must leave the school premises as soon as school is dismissed, and return promptly and quietly to their homes.

11. Pupils must pursue the course of study as prescribed, including all the branches suited to their age and advancement.

12. Pupils shall prepare their recitations at home, and when the exercise is not correctly performed, the delinquent may be detained at recess and after the regular school hours to make up the deficiency.

13. Every pupil shall strictly obey all the orders and commands of the teacher, and when any pupil refuses to comply with such orders, the teacher may inflict a reasonable punishment, and in extreme cases may send the pupil home with a note to the parents, informing them that their child has refused obedience and thereby forfeited the privileges of the school until the commissioner grants permission for return. The teacher shall also notify the commissioner of the suspension of the pupil by sending him a copy of the notice sent to the parent.

14. No pupil, who may have been expelled from one school shall be admitted into any other school, without a permit from the commissioner, who ordered the expulsion.

15. The names of pupils who have often been reprovod for improper acts, or the use of profane and unchaste language, shall be reported to the commissioner.

16. Any pupil who shall deface or destroy any property belonging to the school or to private individuals, shall be required to pay for the same, and may be punished at the discretion of the teacher.

17. Every act of truant-playing shall subject the offender to reproof and admonition, and upon a repetition of the offence, the pupil shall be suspended and the case reported to the commissioner.

18. When a pupil is guilty of any immoral conduct, or of using profane or indecent language injurious to the general

welfare of the school, the teacher may send such pupil home with a notice of suspension, until a permit is obtained from the commissioner.

19. Any pupil staying away from school on account of having been punished, or from the fear of punishment, shall not be allowed to return until a permit is obtained from the commissioner.

20. Smoking and chewing tobacco, and carrying firearms or other dangerous weapons, either in the school room or on the school premises, are strictly forbidden, and any pupil bringing to the school a dangerous weapon may be suspended by the teacher, and the case reported to the commissioner.

21. When books are placed in the hands of pupils for use they shall have them neatly covered with muslin, calico, cloth or stout paper, and parents and guardians are required to see that this rule is always observed. Parents and guardians will be required to replace or pay for all books retained, destroyed or lost, and they will also be held responsible and required to pay for all damages done by their children or wards to school houses, school furniture, trees, fences, &c.

22. The Fall term commences on the 1st day of September; the Winter term commences on the 16th day of November; the Spring term commences on the 1st day of February; the Summer term commences on the 16th day of April.

23. Teachers are requested to read these rules to the whole school once in two weeks.

EXTRACT FROM THE STATE SCHOOL LAW.

"It shall be the duty of all teachers, in schools of every grade, to impress upon the minds of youth committed to their instruction, the principles of piety and justice, loyalty and sacred regard for truth, love of their country, humanity and benevolence, sobriety, industry and chastity, and those virtues which are the basis upon which a Republican Constitution is founded; and it shall be the duty of such instructors to lead their pupils into a clear understanding of the tendency of these virtues, to preserve the blessings of liberty, promote temporal happiness and advance the greatness of the American Nation."

EXPLANATION OF THE

MODE OF MARKING IN THE ROLL BOOK.

The daily register must be neatly kept, and marked in the morning and afternoon.

When there is but one session of the school a day, the register must be marked in the same manner as it would be if there were two sessions, treating the first half of the session as the morning, and the latter as the afternoon.

The system of marking shall be that indicated in the annexed diagram and explanations, the blank squares denoting present all day and correct deportment :

	Correct deportment.
	Present all day.
	Inattentive.
	Present, but tardy in the morning and afternoon.
	Idle.
	Present, but tardy in the morning.
	Disorderly.
	Present, but tardy in the afternoon.
	Disrespectful.
	Absent in the morning.
	General misconduct.
	Absent in the afternoon.
	Vicious conduct or profanity.
	Absent all day.

Particular attention is directed to the manner of combining the characters used in marking the register. The character denoting "Absence," is the most simple, being a single slanting stroke downwards from right to left for "Absent in the Morning," and a similar one from left to right for "Absent in the Afternoon." These two combined form the oblique cross, and denote "Absent all day." When a pupil comes in after being marked "Absent in the Morning," a horizontal line is made from left to right across the top of the square connecting with the slanting stroke, and converting it into the character for "Present, but tardy in the Morning." The character for "Absent in the Afternoon," is converted into the character for "Present, but tardy in the afternoon;" by a horizontal stroke from left to right across the bottom of the square. These two combined form the character for "Present but tardy in the Morning and Afternoon." The combination of the characters for "Absent" during one session, and

"Present, but tardy," during the other session, is not shown in the diagram, but will be easily understood by the intelligent teacher.

The teacher's attendance shall be denoted by entering the day of the month in the small square under the initial letter of the day. The blank squares will then indicate the teacher's absence.

All departures from correct deportment will subject the pupil to demerit marks, which must be denoted by the figures in the diagram.

Each figure will indicate the number of demerit marks, and will be charged for the offences set forth in the explanations. These demerit marks must be entered in the upper square at the end of each day. No more than six demerits shall be charged against a pupil in one day, that number indicating the worst conduct.

As the blank squares will indicate full and prompt attendance and correct deportment, every teacher shall counsel the pupils to give no cause for marking the register; and those pupils whose line of squares contains no marks at the end of the term, shall receive the decided approbation of the commissioner and teacher, and the commissioner may present their names to the Board as deserving some special mark of commendation.

Each branch studied by every pupil shall be indicated by entering the figure, denoting the branch opposite the pupil's name.

Any teacher who shall neglect to mark the register in a proper manner, in accordance with the foregoing directions, or shall permit it to be soiled by blots, or otherwise disfigured, shall be subject to reproof by the commissioner.

It is understood to be the intent and meaning of the following extract from the State School Law, that each teacher shall keep the daily register as herein directed, and an account of the books purchased or used by the pupils, and make a report to the commissioner at the end of each term, on blanks prepared for that purpose, giving the name of each pupil, the date of entrance, the number of days attendance, the number of demerit marks, the branches studied by each pupil, the text-books used or purchased, the amount received from each pupil for the use or from the sale of text-books and stationery, the number of each book on hand in good condition, the number of pupils that entered school in the Fall term, the number that entered the Winter term, exclusive of those who entered the Fall term; the number that entered the Spring term, exclusive of those who entered the Fall and Winter terms; the number that entered the Summer term, exclusive of those who entered the Fall, Winter and Spring terms; the number of boys and girls, and the number studying each branch. This report must contain the full list of

penses of the school for the term, embracing the salary of the teacher and assistant, (if there be an assistant,) and all incidental expenses. When the amount received for books and stationery has been allowed to remain in the hands of the teacher, it must be credited on the bill.

The daily register is to be preserved in the school until it shall be filled with names, and then must be delivered to the District Commissioner.

EXTRACT FROM THE STATE SCHOOL LAW.

"Teachers shall keep, preserve and enter into registers prepared for that purpose, an accurate account of the attendance of pupils, text-books used, and branches taught, and such other statistics as may be required, and make due return thereof to the District Commissioner at the end of each term; and no teacher shall be entitled to receive payment for services until the register, properly filled up and completed, be so returned."

All orders for books and Stationery must be sent to the Superintendent through the Secretary of the Board of School Commissioners, the Secretary keeping an account of the same, charging each order to the Commissioner District, and, if practicable, to the school for which the books were procured. In the Superintendent's Office, books and school requisites, as issued, will be charged to the Board of School Commissioners.

Orders for books and stationery must be in form as follows:

OFFICE OF BOARD OF SCHOOL COMMISSIONERS.

County,

186.

To the State Superintendent of Pub. Inst.

SIR:—Forward to

at _____ for account of the Board of School Commissioners of _____ County, the following books, &c. Send via (here give the route as definitely as possible.)

Write the name of each book in full and the exact number —not the dozens.

Signed,

Secretary of Board of S. C.

VACCINATION.

Frequent objection has been made by parents to procure certificates of vaccination. The following sections of the law of 1864, are printed, to show that the teacher or commissioner has no discretion. He must require the certificate or pay the penalty.

Parents who neglect to have their children vaccinated, are also liable to be fined.

None can plead poverty as an excuse. The law provides for the gratuitous vaccination of children of indigent parents.

The great importance of this subject to health and even life ought to commend it to the prompt acquiescence of all who have the guardianship of children. Only ignorant and obstinately prejudiced persons refuse to comply. Such, the law coerces by a fine.

EXTRACTS FROM THE LAW OF 1864.

It shall be the duty of every parent or guardian to have his or her child vaccinated within twelve months after its birth, if it shall be in proper condition, or as soon thereafter as practicable, and if such parent or guardian shall have any other person under his or her control or care, not duly vaccinated, he or she should cause such person or persons to be vaccinated prior to the first day of November, eighteen hundred and sixty-four. Any person failing to comply with the provisions of this section, shall, on conviction thereof, forfeit and pay a sum not less than five, nor more than ten dollars.

No teacher in any school shall, after the first day of January, eighteen hundred and sixty-five, receive into such school any person as a scholar until such person shall produce the certificate of some regular practicing physician that such applicant for admission into the school has been duly vaccinated. Any teacher so offending shall, on conviction thereof, forfeit and pay a fine of ten dollars for each offence, and no public school trustee, or commissioner, shall grant a permit to any child to enter any public school without such certificate, under the same penalty.

All fines imposed under the provisions of this Act shall be recovered before a justice of the peace, in the same manner as small debts are recoverable, for the use of the School Fund of the county or city in which such offence shall occur.

For every child vaccinated, whose guardian or parents are too poor to pay for the service, the County Commissioners of the several counties, or the City Council of Baltimore, as the case may be, shall pay or cause to be paid to the physician performing the service, the sum of fifty cents for every such case, on presentation of such account duly authenticated by an affidavit setting forth that the service was duly performed, and that the parents or guardians are unable to pay for said service.

It shall be the duty of every practicing physician in this

State, to vaccinate ~~all children in the State~~ of his practice which may be presented to him for vaccination, within one year after birth, if such child shall be in proper condition for such service, and he shall vaccinate all other persons not previously effectually vaccinated, who shall request such service from him. Any physician neglecting or refusing so to do, shall, on conviction thereof, forfeit and pay for every offence a penalty of five dollars.

FORMULA BY WHICH TO CALCULATE TEACHERS SALARIES.

[See By-Law, Sec. 4, page 14.]

Let. a = minimum salary, for School of 15 pupils.

b = additional pay for each pupil over 15, where the average ranges from 15 to 25.

c = additional pay for each pupil over 25, where the average ranges from 25 to 35.

d = additional pay for each pupil over 35, where the average ranges from 35 to 60.

m = excess of pupils over 15.

n = " " " 25.

p = " " " 35.

The salaries will then be computed as follows :

School of 15 pupils, the salary = a .

" from 15 to 25, " = $a + mb$.

" " 25 to 35, " = $a + mb + nc$.

" " 35 to 60, " = $a + mb + nc + pd$.

For the purpose of informing the Commissioner of the condition of the Schools in his District, each teacher shall prepare a monthly report according to the following form, and deliver it at the close of each month.

He may add, under the head of remarks, any topic to which it is important to direct the attention of the Commissioner.

No blank forms are furnished for the Monthly Reports.

TEACHERS' MONTHLY REPORT.

Number of Pupils on the roll,	-	-	-
Average Attendance,	-	-	-
General Success (or progress) in Study,	-	-	*
General Deportment, (or Order,	-	-	*
Number of times special discipline was required.			

186 .

Teacher.

*—Expressed as follows:

Excellent, 5.

Good, 4.

Moderate, 3.

Indifferent, 2.

Bad, 1.

STATE OF MARYLAND.

UNIFORM SYSTEM OF FREE PUBLIC SCHOOLS.

Organized under Act of March 24th, 1865. Provided for by the Constitution of 1864.

No.

TEACHERS' FIRST GRADE CERTIFICATE.

KNOW ALL MEN BY THESE PRESENTS, that

having furnished satisfactory evidence of good moral character and passed an examination in Orthography, Reading, Writing, Arithmetic, Geography, History and English Grammar, Book-Keeping, Algebra and Natural Philosophy,

is hereby authorised to teach in the Public Schools of _____ County for three years from the date hereof, unless this Certificate be annulled.

Given under my hand and the seal of the Board of School Commissioners of said county, at their office on the _____ day of _____ in the year of our Lord, eighteen hundred and sixty _____

STATE OF MARYLAND

UNIFORM SYSTEM OF FREE PUBLIC SCHOOLS.

Organized under Act of March 24, 1865.

No.

TEACHERS SECOND GRADE CERTIFICATE.

Know all men by these presents, that
having furnished satisfactory evidence of good moral character and passed an Examination in Orthography, Reading, Writing, Arithmetic, Geography, History and English Grammar,
is hereby authorized to teach in the Public Schools of
county for three years from the date hereof, unless this Certificate be annulled.

Given under my hand and the seal of the Board of School Commissioners of said county, at their office on the
day of _____ in the year of our Lord, eighteen hundred
and sixty

TEACHERS PERMIT.

No.

Grade.

OFFICE BOARD OF SCHOOL COMMISSIONERS,

County, 186 ,

I hereby Certify, that
having furnished satisfactory evidence of good moral character, and ability to teach Orthography, Reading, Writing, Arithmetic, Geography, History, English Grammar and

* * * * *
is hereby permitted to teach in the Public Schools of
county, until notified to appear before me for Examination,
provided, nevertheless, that this permit shall not be in force
longer than—

NOTE—For first grade add Algebra, Natural Philosophy
and Book-Keeping.

DESCRIPTION OF SCHOOL-HOUSES,

From Plans and Drawings issued by the State Superintendent of Public Instruction.

These plans and drawings, with specifications, can be obtained from the State Superintendent's office.

All public-school houses must be built by these plans and drawings, or such others as may be submitted by county boards and approved by the State Superintendent. Every school-house must be provided with black-boards, attached to the wall behind the teacher's desk, and in other positions convenient for the pupils. The engravings of school-houses, desks, &c., are placed upon the last pages.

FIGURE 1 is a frame house, 24+24 feet from outside to outside, and 12 feet high to the square, with an arched ceiling.

It has a vestibule 15+8½ feet from outside to outside. The windows are hung on sash cords and axle pulleys, for convenience in ventilating the room. There is a floor register placed under the stove for the admission of fresh air. The main room will take in the platform for teacher's desk and four rows of double desks, which will accommodate fifty pupils.

A book-case must be fixed between the doors at the lower end of the room, with lock and key, for safe keeping of books, stationery, &c.

The vestibule is supplied with shelves and hat-pins or hooks, water-bench and wash-stand.

FIGURE 2 is a frame house, 24+36 feet from outside to outside, and 14 feet high to the square, with an arched ceiling.

The vestibule is 15+8½ feet from outside to outside. The whole building is finished in the same manner as that of figure 1, and will accommodate seventy-five pupils.

FIGURE 3 is a brick house, 24½+37 feet from outside to outside, and 14 feet high to the square, with an arched ceiling. The vestibule is 15½+8 feet.

The provision for ventilation and the interior arrangements are the same as in that of figure 2, and the room will accommodate seventy-five pupils.

FIGURE 4 is a stone house, 26+38 feet from outside to outside, and 14 feet high to the square, with an arched ceiling.

The vestibule is 16½+10 feet from outside to outside. This building is finished in the same manner as that of figure 3, and has accommodation for seventy-five pupils.

FIGURE 5 is a frame house. 24+46 feet from outside to outside, and 14 feet high to the square, with an arched ceiling.

The vestibule is 15+8½ feet from outside to outside.

The main building is divided by a sash partition into two rooms—one 24+28 feet; the other 24+18 feet. The sashes are hung upon cords and pulleys, and may be raised so as to throw both rooms into one. When the sashes are down, the noise from one room is entirely shut out from the other; but the Principal can overlook the Assistant's room through the glass partition. Each of the rooms is ventilated and furnished in the same manner as the building before described. This house will accommodate one hundred pupils.

In all cases where two-story or larger houses are required, special plans and drawings will be prepared.

CLOSING SEAT SCHOOL DESKS.

Patent March 31st, 1863, by W. Horace Soper.

This desk is recommended by the State Superintendent of Public Instruction for use in all the Public schools in Maryland.

DESCRIPTION OF THE DESK AND ITS ADVANTAGES.

1. THE MOVABLE SEAT—which is made to turn upon a strong metallic rod, (generally of Iron) closing or folding up so as to open an aisle between the Desks, through which persons may freely pass in cleaning the School room, or for any other purpose. The seats presents no obstruction whatever. Where this Desk is used there need be no filthy School rooms, as the floor is little encumbered that it may be as effectually cleansed as if the room were clear of Furniture.

2. IT OCCUPIES LESS SPACE than other Desks of equal size, while it affords the greatest convenience for the ingress and egress of pupils.

3. IT COSTS LESS than any other good Desk made of the same materials, and is so simple in construction that it may be made by any good mechanic.

4. THE SEATS ARE COMFORTABLE and so constructed as to promote the health of pupils. The back is inclined to support the loins as well as the shoulders.

5. IT IS NEAT in appearance and tastefully formed, possessing great strength and durability.

6. IT CAN BE MADE SO CHEAPLY as to admit of introduction into the humblest School, or in such style as will meet the wants of the highest grade of Schools, Academies and Colleges.

These Desks can be made of any kind of wood, but the hard woods are the best. When made of Walnut, Cherry, Oak, Ash or Birch, they may be finished in oil, which is much cheaper than varnish, more durable, and generally preferred.

These Desks have already been introduced into a large number of the Schools.

To facilitate their manufacture of wood, Lithograph Working Drawings, accompanied by printed instructions, will be furnished, and for Iron standard Desks, handsome patterns for casting have been prepared which are shown in the accompanying cuts.

DESCRIPTION OF INK-WELL.

The Ink-Well represented in the cut, is recommended as most suitable for use on Soper's Patent Desk. It is enclosed in a metallic frame, which is let into the Desk nearly level with its surface, thus preventing the annoyance caused by spilling Ink upon the desk and floor. It is protected by a metallic cover nearly flush with the desk, and having no hinges, is not liable to be broken. The Well can be taken out for cleaning, and, when broken by accident, can be replaced for a few cents while the the metallic case and cover will last for almost an unlimited time.

FROM OF TREASURER'S BOND.

Know all men by these presents, That we

are held and firmly bound to the State of Maryland in the penal sum of Ten Thousand Dollars, to be paid to the said State of Maryland, or its certain Attorneys or Assign,, for which payment to be well and truly made, we bind ourselves, each and every of us, each and every of our heirs, executors and administrators, firmly by these presents, sealed with our seals and dated the

The condition of the above obligation is such, that if the above bound shall faithfully perform the duties of Treasurer of the Board of School Commissioners of and pay over and apply all moneys that shall come into his hands or care, as Treasurer aforesaid, to such persons and in such manner as the said Board of School Commissioners shall direct, and that he will keep and enter a full and fair account of all moneys received and paid by him, and of all matters

and duties relating to his office, and preserve the same and all vouchers relating thereto, and deliver up all the books and vouchers relating to his said office whenever they are required by the said Board of School Commissioners, to such persons as they shall appoint to receive the same.

Then the above obligation shall be null and void, otherwise to remain in full force and virtue.

Signed, sealed and
delivered in the presence of

FORM OF TEACHER'S RECEIPT.



County,

186

BOARD OF SCHOOL COMMISSIONERS OF

County, Dr.

To _____ Teacher, Public School No.

Commissioner District, No.

To Salary for Term ending 186 \$

“ Assistant's Salary for the same Term,

“ Incidental Expenses,

—\$

Cr.

By Cash received on account of Books,

Balance due,

Received 1865, of School
Commissioner of Com. District, No. 100 Dollars.

Being the above balance in full.

_____ Teacher.

OFFICERS OF THE PUBLIC SCHOOL SYSTEM.

STATE BOARD OF EDUCATION.
THOMAS SWANN, Governor.

C. C. COX, Lieut. Governor.
JOHN M. FRAZIER, Speaker of the House of Del.
L. VAN BOKKELEN, State Sup. of Pub. Instruction.
W. HORACE SOPER, Clerk.

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

REV. L. VAN BOKKELEN, L. L. D.
W. HORACE SOPER, Secretary.
JOHN CORE, Book Clerk.

BOARD OF SCHOOL COMMISSIONERS.

ALLEGANY COUNTY.

<i>Name.</i>	<i>P st Office.</i>
James M. Sholer, <i>President</i> ,	Cumberland.
Robert Ross,	Flintstone.
Ralph Thayer,	Oakland.
Daniel Sheffer,	Lonaconing.
D. P. Welfly,	Grantsville.
E. S. Zeverly, Sec. & Treasurer,	Cumberland.

ANNE ARUNDEL COUNTY.

F. R. Anspatch, <i>President</i> ,	West River.
Dorsey Jacob,	Johnson's Store.
Dr. Asa Linthicum,	Jessup's Cut.
R. G. Chaney,	West River.
Jas. H. Hodges, Sec. & Treasurer,	Annapolis.

BALTIMORE CITY.

Robert Daniel, <i>President</i> ,	Baltimore City.
W. H. Hebden,	" "
Caleb D. Hynes,	" "
Samuel M. Evans,	" "
Thomas J. Pitt,	" "
F. Metzger,	" "
David Evans,	" "

<i>Name.</i>	<i>Post Office.</i>
Dr. J. D. Brooks,	Baltimore city.
Charles Faringer,	" "
W. A. Megraw,	" "
J. Merefield,	" "
James Fuller,	" "
James H. Cox,	" "
J. H. Leber,	" "
E. H. Fowler,	" "
J. Showacre,	" "
Geo. W. Sumwalt,	" "
W. H. Clarke,	" "
W. C. Arthur,	" "
James M. Baker,	" "

BALTIMORE COUNTY.

R. C. McGinn, <i>President</i> ,	Towsontown.
Dr. E. J. K. Hand,	Catonsville.
Chas. McElfresh,	Reistertown.
R. T. Anderson,	Monkton.
John L. Turner,	Pikesville.
N. M. Brian,	Rossville,
John Scott,	Butler P. O.
Dr. R. E. Jones,	Union Meeting House.
W. H. Soper, Sec. & Treas., No. 21 N. Calvert Street, Balto.	

CALVERT COUNTY.

Dr. John R. Quinan, <i>President</i> ,	Prince Frederick.
B. M. Yoe,	" "
Lewis Griffith,	Dunkirk.
Somerville Sollers, Sec. & Treasurer,	Prince Frederick.

CAROLINE COUNTY.

Dr. M. A. Booth, <i>President</i> ,	Denton.
Dr. Geo. W. Betson,	Greensboro.
Dr. Andrew Stafford,	Preston.
Dr. C. W. Jefferson,	Potter's Landing.
Wm. Stevens, Sec. & Treasurer,	Denton.

CARROLL COUNTY.

Jacob H. Christ, <i>President</i> ,	Uniontown.
Washington Senseney,	McKinstrey's Mills.
Joshua Yingling,	Westminster.
James V. Criswell,	Winfield.
A. J. Wilhelm,	Finksburg.
Zachariah Ebaugh,	Hampstead.
Andrew K. Shriver,	Union Mills.
Wm. A. Wampler, Sec. & Treas.,	Westminster.

CECIL COUNTY.

<i>Name.</i>	<i>Post Office.</i>
F. A. Ellit, President,	Elkton,
Jefferson Ramsey,	Port Deposit.
W. T. Richardson,	Charlestown.
Dr. Slater B. Stubbs,	Rising Sun.
James Ford,	Cecilton.
William Torbert, Secreatay and Treas.,	Elkton.

CHARLES COUNTY.

Dr. W. R. Wilmer, President,	Port Tobacco.
J. H. Ryland,	Bryantown,
Dr. George Mudd.	do.
Barnes B. Compton,	Port Tobacco,
Danl. W. Hawkins, Sec. and Treas.	do.

DORCHESTER COUNTY.

Robert F. Thompson, President,	East New Market.
Daniel J. Waddel,	Vienna.
Traverse Spicer,	Taylor's Island.
John E. Graham,	Lakesville.
Joseph E. Muse, Sec. and Treas.,	Cambridge.

FREDERICK COUNTY.

Dr. L. H. Steiner, President,	Frederick City.
Leonard Piking,	Creagerstown.
George Roogle,	Jackson.
John M. Charlton,	Jefferson.
John S. Repp,	Johnsville.
James Russel,	New Market.
Theodore C. Delaplane,	Buckeystown.
Jos. M. Ebberts, Sec. and Treas.,	Frederick City.

HARFORD COUNTY.

Thomas C. S. Smith, President,	Bel Air.
W. T. Bayless,	Glenville.
John T. Spicer,	Bel Air.
Cheyney Hoskins,	Upper Falls.
John H. Kirkwood,	Black Horse.
James Silver,	Churchville,
B. H. Hanson, Sec. and Treas.	Bel Air.

HOWARD COUNTY.

Sam'l. K. Dashiell, President,	Savage Factory.
Dr. Joel Hopkins,	Elkdridge Landing.
David Burdett,	Lisbon.
Marshall McCauley, Sec. and Treas.	Ellicott's Mills.

KENT COUNTY.

<i>Name.</i>	<i>Post Office.</i>
Howard Meeks, President,	Edesville.
Wm. Rodgers,	Galena.
Thomas J. Shallcross,	Cheslerville.
James S. Usilton,	Chestertown.
John W. Hines, Sec. and Treas.	do.

MONTGOMERY COUNTY.

W. H. Farquhar, President,	Sandy Springs.
Charles Abert,	Olney.
John S. Desellum,	Rockville.
Frederick A. Dawson,	Poolsville.
John N. Soper,	Hyattstown.
Richard M. Williams, Sec. and Treas.,	Rockville.

PRINCE GEORGE'S COUNTY.

Dr. J. H. Banc, President,	Fort Washington.
Geo. W. Duvall,	Buena Vista.
William Clark,	Queen Anne.
John W. Coffren,	Croome.
Geo. W. Wilson, Sec. and Treas.,	Upper Marlboro.

QUEEN ANNE'S COUNTY.

James W. Thompson, President,	Centreville.
Elijah Pierce,	Suddlersville.
Thomas H. Kemp,	Broad Creek.
David H. Crane,	Church Hill.
Woolman J. Gibson, Sec. and Treas.,	Centreville.

SOMERSET COUNTY.

Henry A. White, President,	Princess Anne.
John Turner,	Tyaskin.
J. S. Lankford,	Rehoboth.
Hance Lawson,	Annesmessex.
Jasper Humphreys,	Salisbury.
Dr. Cadmus Dashiell, Sec. and Treas.,	Princess Anne.

ST. MARY'S COUNTY.

Dr. James Bunting, President,	Chaptico.
Edward S. Abell.	St. Inegoes.
Albert Young,	Charlotte Hall.
Geo. I. Spalding,	Leonardtwn.
Geo. Combs, Sec. and Treas.,	do.

Name.

Post Office.

TALBOT COUNTY.

Dr. Saml. A. Harrison, President,	Easton.
L. Dodson,	do.
Dr. James Dawson,	St. Michaels.
Henry P. Hopkins,	Kings Creek.
Leonard Dodson, Sec. and Treas.,	Easton.

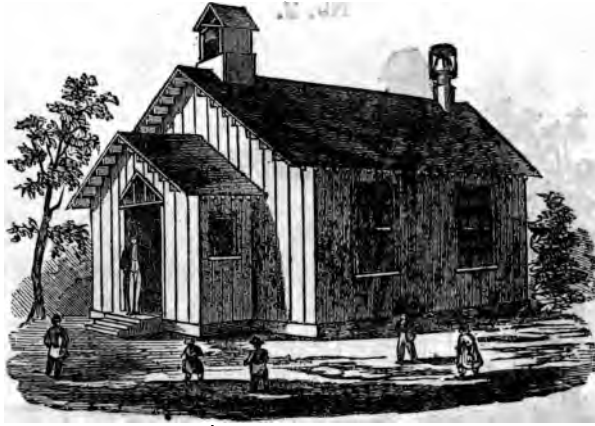
WASHINGTON COUNTY.

Thomas A. Boult, President,	Hagerstown.
J. J. Hershey,	do.
J. A. Miller,	Clear Spring.
J. S. Hedding,	Hancock,
Jos. Gavey,	Smithsburg.
Jacob Funk,	Hagerstown,
John Kretzer,	Sharpsburg.
Samuel Rhorer,	Boonsboro.
Albert Small, Sec. and Treas.	Hagerstown.

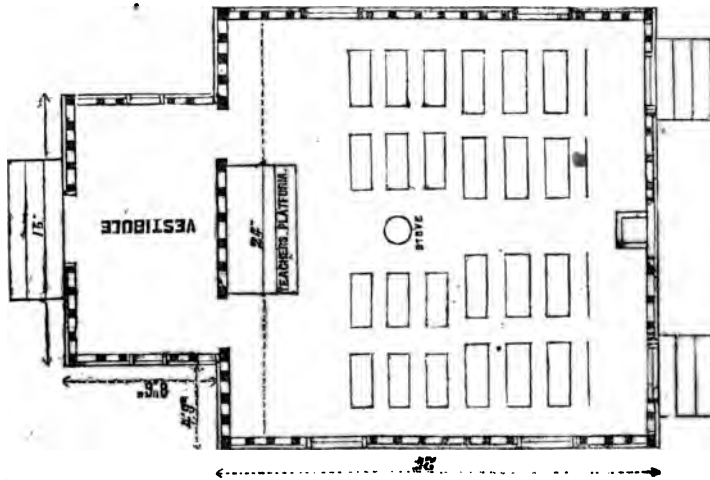
WORCESTER COUNTY.

Samuel K. Stewart, President,	Berlin.
Shyles C. Seabreeze,	Salisbury.
Saml. S. McMaster,	Newtown.
Benjamin S. Shepperd,	Shepperds Cross Roads
Irving Spence,	Snow Hill.
G. W. Covington, Sec. and Treas.	do.

No. 1.



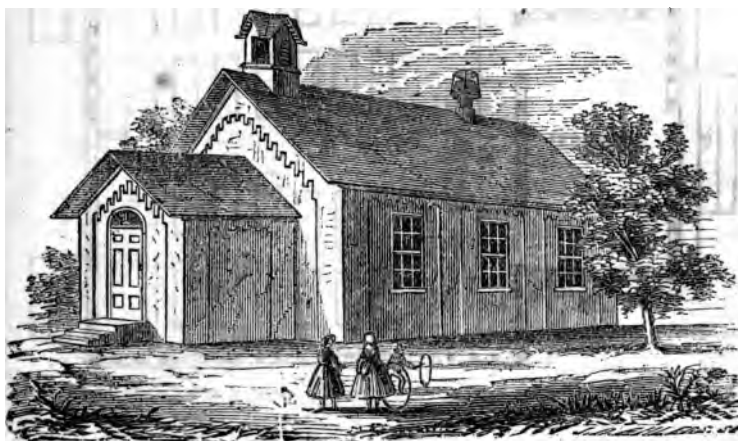
Ground Plan of No. 1.



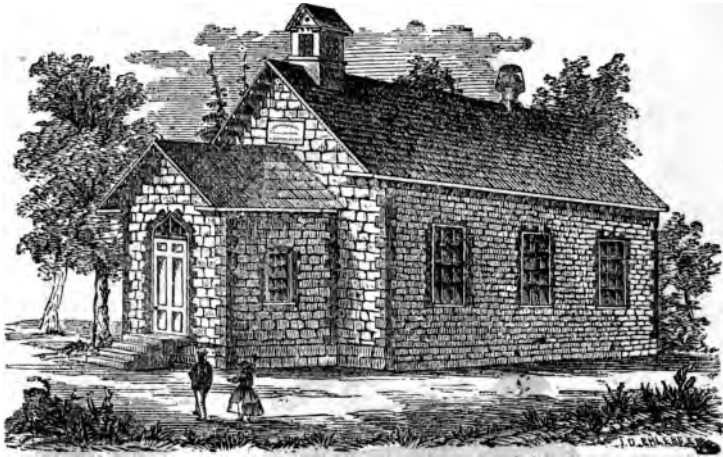
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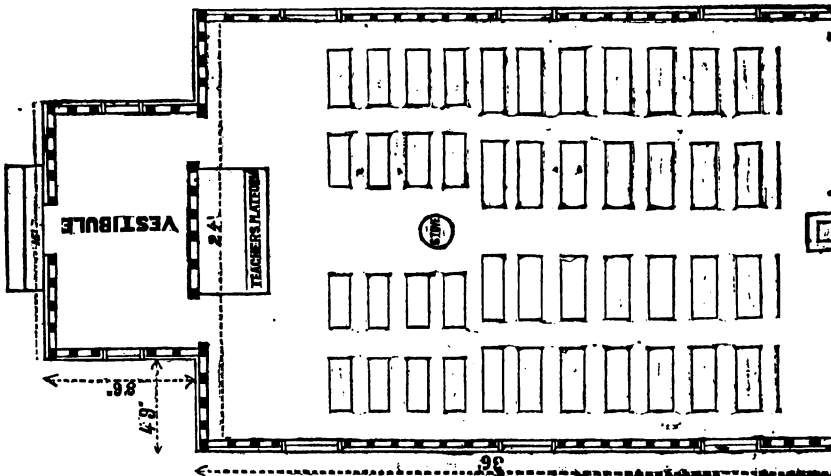
No. 3.



No. 4.

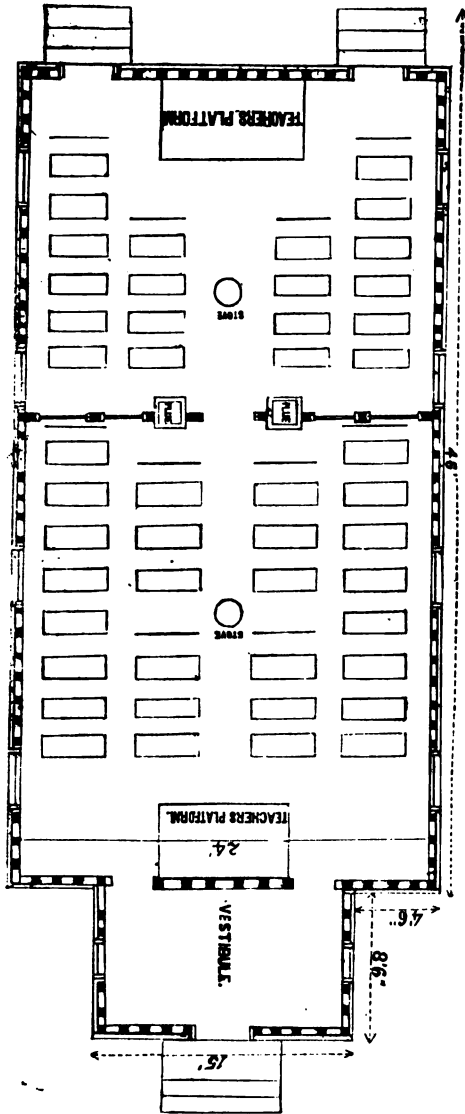


Ground Plans of Nos. 2, 3 and 4.

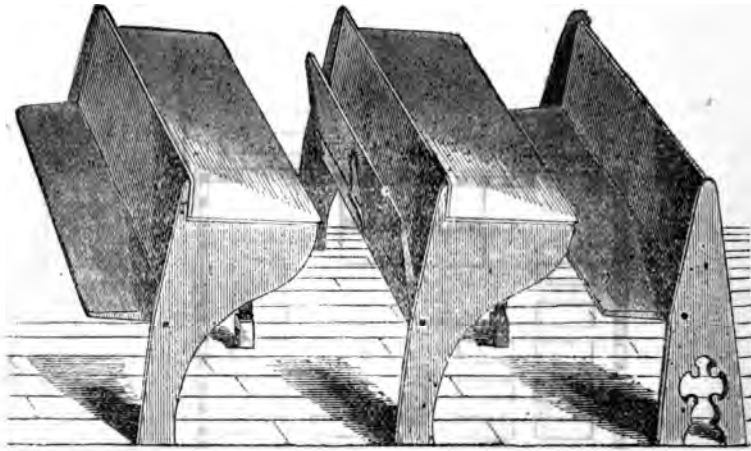


No. 5.

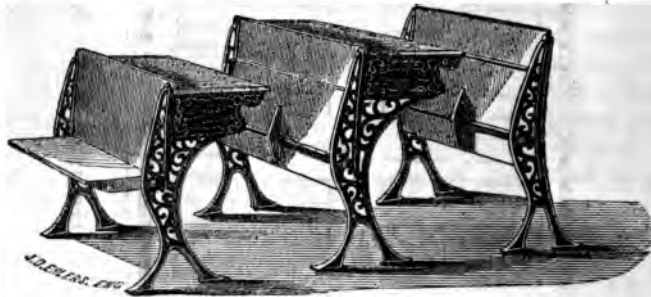




Closing Seat School Desk.



Closing Seat School Desks, with Iron Standards.



Grammar School No. 2.

Grammar School No. 1.

Ink Well.



MARYLAND STATE NORMAL SCHOOL

24 N. Paca Street, Baltimore.

THE Act of 1865 providing a "Uniform System of Free Public Schools for the State of Maryland," made it one of the duties of the State Board of Education to organize a State Normal School "for the instruction and practice of teachers of public schools in the science of education and the art of teaching and the mode of governing schools."

In consequence of the difficulty of procuring suitable rooms, the school was not opened till the 15th of January, 1866.—Commencing at that date with eleven students, the numbers steadily increased, till at the close of the session, June 8th, there were forty-eight names on the roll. There is good reason to believe that the school will re-open in September with largely increased numbers.

ADMISSION.

Each county is entitled to send two students for each member of the House of Delegates, and one for each Senator, making the apportionment as follows: Allegany county, 11; Anne Arundel, 5; Baltimore city, 39; Baltimore county, 13; Calvert, 3; Caroline, 5; Carroll, 11; Cecil, 9; Charles, 3; Dorchester, 5; Frederick, 13; Harford, 9; Howard, 5; Kent, 5; Montgomery, 5; Prince George's, 5; Queen Anne's, 5; St. Mary's, 3; Somerset, 7; Talbot, 5; Washington, 11; Worcester, 7.

Persons desiring to enter the School should apply to the Board of School Commissioners of their respective counties. Applicants must be at least sixteen years of age (seventeen, if young men,) and must give evidence of good moral character and a fair elementary education. If the quota of any county is filled, candidates from that county should apply to the State Superintendent, accompanying their application with a letter of recommendation from the County Board of School Commissioners.

EXPENSES.

Those who pledge themselves to teach in the public schools of the State have nothing to pay for tuition or books. A limited number of students will be received without such a pledge, on paying \$25 a session, and furnishing their own books. Boarding may be had in the city at from four to five dollars a week.

SESSIONS, VACATIONS, &C.

The Fall session will commence on *Monday, September 17*, and end on the *20th of December*. The Winter session will commence *Monday, January 7th*, and end on the *5th of April*. There will be a Summer session (of the Preparatory Class only) commencing *April 8th*, and ending *June 28th*.

COURSE OF INSTRUCTION.

ACADEMIC.

Although the main object of the Normal School is "not to educate teachers in studies now required by law, but to receive such as are found competent in these studies, and to train them in the best methods of teaching and conducting public schools;" yet it has been considered necessary under present circumstances to devote a considerable portion of time to Academic instruction. In the Preparatory and the Junior class a rapid review is made of elementary studies. Spelling, reading, writing, arithmetic, geography, Grammar, history; not only for the purpose of refreshing the memory of the students, but also to afford an opportunity of illustrating, practically and in detail, some of the best methods of presenting these subjects to the minds of children.

The Academic studies of the Senior class, for the present year, will be algebra, geometry, rhetoric, English literature and the Natural Sciences.

In all the classes special attention is given to drawing, vocal music, and calisthenics, with the view of enabling teachers to introduce these subjects into Primary and Grammar schools.

PROFESSIONAL.

While the outline of the course of instruction corresponds, at least in part, with that of our best High schools, the purpose and aim of the High and the Normal school are essentially different. In the High school, the aim of the teacher is to communicate knowledge; in the Normal school, it is to cultivate the power of communicating knowledge. In the High school, the object of the student is to learn, so as to

know; in the Normal school it is to learn, so as to teach.—The purpose of the High school is to produce good, intelligent, well-informed citizens; the purpose of the Normal school is to produce good, efficient, and zealous teachers.—There is therefore no antagonism, no room even for competition, between the High and the Normal school; for though dealing with the same subjects, they pursue different ends and by different means. A sound elementary education is a good preparation for the Normal school; a thorough High school course is still better; and it is hoped that before long, a High school diploma or its equivalent will be necessary to secure admission to the State Normal school.

The subjects embraced in the more strictly professional part of the course are the history of public schools and popular education; the philosophy of mind; so far as it furnishes the foundation of educational theories; education, as a positive science; teaching as an art; methods of instruction, classification, Government, and discipline; the school Law of Maryland in its relation to citizens, teachers, and school officers; the duties and qualifications of public school teachers.

The science of education is still in its infancy. The principles on which it is based, founded as they are on the unchangeable laws of mind, are easily apprehended, and command assent as soon as they are announced. But the best mode of carrying them into effect is still a matter of experiment. The faculty of the Normal school therefore disclaim all intention of making teachers to order, of pronouncing in every instance which is the right way of teaching every subject, or of deciding in every case the proper method of dealing with all the practical difficulties of the school-room. It is their wish to extend and multiply the facilities of the teacher, and not cramp his energies by adherence to a rigid formalism. Their object is rather to eradicate the dogmatism of the past than to inculcate a newer even though it be a better dogmatism. They seek, (as the very first step in the march of improvement) to break up the pernicious routine, by which, from generation to generation, each following blindly in the steps of its predecessor, false methods have become so halloved by custom, that all intelligent investigation has been checked. They endeavor to substitute the precepts of nature, reason and philosophy for the absurd demands of tradition. Their aim is not to convert their students into pedants and martinets, (of whom there are enough already) but to call into the liveliest exercise the peculiar talents of every individual, and to bring these talents, under the direction of a sound philosophy, to bear upon the work of the teacher. They think that the soldiers of the army of education should be not merely well-drilled operators, but active thinkers, intelligent workers, accustomed to use their own faculties, and to follow the dictates of enlightened common sense. Above all things,

do they consider it important that teachers should form a high ideal of their position and duties, that it should be well understood that the days of mere school-keeping and lesson-hearing are numbered; that oral instruction must to a certain extent take the place of memoriter recitations; that the teacher is no longer to confine himself to the text-book as the beginning and the end of all that is to be taught and learned; that the teacher as a moral and intellectual agent must come sometimes into *direct* contact with his scholars as moral and intellectual subjects, and not always through the medium of a book; and that want of success in the government or instruction of a school is an indication of incompetency on the part of the teacher.

They seek also to combat the old and dangerous heresy, that the communication of knowledge is the sole or even the main object of the educator. They sincerely believe and earnestly teach that the amount of book-learning usually obtained at school is but of small importance compared with the moral and intellectual *habits* which are there acquired. They would make the direct acquisition of knowledge in school subordinate to the development of the power and desire to use that knowledge and to add to it after leaving school—regarding the one as money locked up in a strong box, of which the key may happen to be lost, the other as money invested in good securities at compound interest.

They earnestly endeavor to impress upon their students, that the cultivation of the intellectual powers is only part of a teacher's work. The physical well-being of the scholar is entrusted to the teacher during school hours, and, as far as he can control it, after school hours; and the laws of health are as necessary to be taught as the laws of grammar. The conscience needs the guiding hand of the teacher as well as the reason; the duties of the child to society, to his country and his God, need to be explained and enforced as well as his duties to teachers and parents.

LIBRARY, APPARATUS, ETC.

A beginning of a library has been made; and additions are expected every year.

A considerable amount of chemical and philosophical apparatus has already been procured; and funds are in hand to purchase, at an early date, whatever is necessary to place this department in a state of complete efficiency.

It is the intention of the board to form, in connection with the normal school, an educational museum, where every valuable novelty or improvement in educational apparatus will be collected.

ASSOCIATION OF SCHOOL COMMISSIONERS.

This Association, representing the school interests of the whole State, is the true exponent of the school system and in many respects a more important agency than even the State Board of Education.. Through it the actual wants of various sections of the State are ascertained and the deliberations of the State Board made strictly practical.

The Association originated in the call of the State Board for a Convention of School Officers, August 1865, that instructions might be given relative to the uniform system of free schools about to be put into operation.

Convinced of the value of the conferences at this first meeting, arrangements were made for a permanent organization, and a committee appointed to draft a Constitution.

A second meeting was held in Annapolis, January 17, 1866; during the Special Session of the General Assembly, when the Constitution was adopted and permanent officers elected.

A third meeting was held in Baltimore city, December 12, 1866. Although the date is beyond the period which the statistical table of this report embrace, the deliberations of the Association are presented, that the resolutions then adopted may be known.

The following abstract is taken from the Journal of Proceedings. The Officers of the Association are

Lieut. Gov. C. C. COX,
President,

Dr. JOEL HOPKINS, of Howard,
1st Vice-President,

F. A. ELLIS, of Cecil,
2d Vice-President,

L. H. STEINER, M.D., of Frederick,
Secretary.

ABSTRACT

From Minutes of Proceedings of "The Association of School Commissioners, of Maryland."

NEW ASSEMBLY ROOMS,

BALTIMORE, August 22, 1865.

At 10 o'clock, A. M., the School Commissioners of the several counties and of the city of Baltimore, assembled and organized temporarily by calling Dr. S. A. Harrison, President of the Board of School Commissioners, of Talbot county, to the chair.

Prayer was offered up by Rev. Mr. Leakin, of Baltimore city, after which, Thos. A. Boult, Esq., President of the Board of School Commissioners, of Washington county, was chosen temporary Secretary.

The following gentlemen were reported by the committee on permanent organization, as the officers of the Association.

President, Lt. Gov. C. C. COX,

Vice-Presidents, { Dr. JOEL HOPKINS, Howard co.,
 { Dr. S. A. HARRISON, Talbot co.,

Secretary, THOS. A. BOULLT, Esq., Washington co.,
Ass't Secretary, ALBERT SMALL, Esq.

The purpose of the Convention was fully stated in addresses by Lt. Gov. Cox, and the State Superintendent of Public Instruction.

The question as to whether the President of a County School Board should perform the duties of district commissioner, having been discussed, it was

Resolved, That the sense of this Convention is, that the law should be so modified as to relieve the President from the duties of district commissioner.

On motion of Mr. Duvall, of Prince George's county, it was

Resolved, That all teachers of organized institutions, be admitted to seats in this Convention. After transacting various preliminary business, the Association took a recess till 7 P. M.

EVENING SESSION.

This Session was attended by a large number of teachers of public and private schools.

The subjects of school houses, school furniture and school apparatus, were fully discussed.

Plans of school houses prepared by the State Board of Edu-

ation, were exhibited and explained, and explanation given of the different account books prepared for recording uniformly, the statistics of public instruction.

NEW ASSEMBLY ROOMS,

BALTIMORE, *August 23, 1865.*

The Association met at 10 o'clock A. M. The exercises were opened with prayer by the Rev. O. Perinchief.

The following resolutions were offered during this days' session:

By Dr. Steiner, of Frederick:—That this Convention request the General Assembly to substitute the words, "Board of School Commissioners, of the county, for the words, "District Commissioners," in the first sentence, 6th section, chap. 1. Title 2, of the school bill.

By the Committee on Business:—Resolved, That this Convention respectfully ask the General Assembly, to amend the school law, so as to include sections 5, 6 and 7, of chapter 6, on pupils, of the original bill, concerning the compulsory attendance of pupils at school, and penalties for employing children in factories who have not been allowed to attend school; penalties to be appropriated to the public school of the particular district in which the offence has been committed.

Resolved, That this Convention also respectfully ask, that the General Assembly shall order all fines for disorderly houses, for breaches of the peace and petty larceny, to be paid over to the county boards, to be expended for the school house and school furniture of the special school district in which the penalties have been incurred.

By Dr. Steiner, of Frederick:—*Resolved*, That this Convention resolve itself into an Association to be known as the Association of the Commissioners of Public Schools of Maryland, and that when it adjourns, it shall adjourn subject to the call of the officers, and that a committee of three, and the State Superintendent, be appointed to prepare a Constitution with accompanying By-Laws for the governance of the same Association.

The President, by vote, being instructed to add himself as chairman of the committee, it was announced as follows:

Lt. Governor C. C. Cox, Chairman, Dr. L. H. Steiner, Dr. S. A. Harrison, F. A. Ellis, Esq. and Rev. L. VanBokkelen.

By Rev. O. Perinchief:—*Resolved*, That the General Assembly be requested by this Convention, to enact as part of the school law, section 11, page 31, of State Superintendent's report, inserting the words "Holy Scriptures," in lieu of the words "New Testament."

The question of colored schools was discussed and on motion of Lt. Gov. Cox, the following resolutions were unanimously adopted:

Whereas, The Constitution has by a distribution of the school money according to population, provided for the education of the whole population, white and black, therefore be it

Resolved, That it is the duty of the General Assembly to require separate schools to be established for the instruction of colored children.

Resolved, That by relieving the counties from the obligation to educate colored children, an unjust discrimination has been made in favor of those counties in which a large class of those children reside.

The usual votes of thanks having been passed, the Convention adjourned to meet at such time as the President may direct.

ANNAPOLIS, MD., *January 17, 1866.*

The Association met in the Hall of the House of Delegates, at 5 P. M., and the meeting was called to order by Lt. Gov. Cox.

After the call of the roll of members, and the announcement of the object of the meeting, Dr. VanBokkelen stated that there were several important matters to be presented for the action of the Association, among which was a memorial to the Congress of the United States, asking a grant of public lands for the benefit of Normal Schools in the several states.

On motion, the Teachers of the Public Schools and the Reverend Clergy were invited to attend the sessions of the Association.

The following resolution was offered by the Committee on Business,

Resolved, That it is expedient to increase the school tax to 20 cents on the hundred dollars, and that the salaries of commissioners as well as the office expenses be paid out of the same.

Mr. Ellis, of Cecil, offered the following:

Resolved, That in the judgment of this Association, the early supply of well constructed and well furnished school houses, is the condition precedent to the successful introduction of the uniform system of Public Instruction, which has been made by Constitutional provision and Legislative enactment, the settled policy of the State. Adopted.

Resolved, That we hold it to be the duty of each County Board, aided by such support as the State may in its wisdom determine to extend to it, to see that every district is supplied

with at least a comfortable and conveniently furnished school house. Adopted.

The following resolutions offered by Mr. Meeks, of Kent county, were adopted.

Resolved, As the sense of this Association, that the local taxes for school purposes ought not to be repealed until the people in the counties, by vote, make such request.

Resolved, That the General Assembly be requested to repeal the 9th section of the article in the school law, entitled "Sources of Income," by which the local taxes are repealed.

On motion of Mr. Farquhar, the following was adopted:

Resolved, That this Association respectfully request the General Assembly of Maryland, to instruct their representatives and request their senators to use their influence to secure the appropriation of public lands for the purpose of establishing State Normal Schools, as has been done in the case of Agricultural Colleges;

On motion of Mr. Boult, the following was adopted.

Resolved, That the State Superintendent be requested to ascertain from His Excellency, Governor Swann, at what hour Thursday morning, he will grant an interview to the members of this Convention.

After the transaction of other business, the Association adjourned to meet to-morrow, (Thursday,) morning at 8½ o'clock.

THURSDAY MORNING, *January 18, 1866.*

The subject first introduced for consideration, was the locating the State Normal School, and was fully discussed by Messrs. Steiner, Cox, Van Bokkelen, Boult and Farquhar.

On motion of Dr. Steiner, the following resolution was adopted:

Resolved, As the sense of this Association, that the Normal School should not be located in Baltimore.

The following resolution was adopted on motion of Mr. Farquhar:

Resolved, That the State Board of Education be requested, before locating the State Normal School to advertise for proposals for furnishing proper buildings for the use of said school.

After discussing the subject of raising funds for the erection of and keeping in repair school houses, the following resolution was offered by Dr. Steiner, and adopted:

Resolved, that the plan presented by the Superintendent of Public Instruction for raising money to erect school houses, and to keep the same in repair, be recommended by the Association to the General Assembly.

The Association also adopted the following:

Resolved, that the Association approves of such modification of the law as may leave it discretionary with the State Superintendent to assign a smaller number than fifteen school districts to a President of a county board, or to relieve him from the practical duties of a commissioner district, when such relief might be considered necessary.

After adopting the following Constitution, the Association adjourned to meet in Baltimore, on call of the President.

ARTICLE 1.

The members of the Board of School Commissioners of the several counties and of the city of Baltimore, and the Secretary and Treasurer of each Board, shall on the adoption of this constitution, be organized as an association to be known as The Association of School Commissioners of Maryland.

ARTICLE 2.

The object of the Association is primarily the advancement of education in the State.

ARTICLE 3.

The officers of the Association shall consist of a President, two Vice-Presidents and a Secretary, who shall be elected every two years; there shall also be appointed by the President annually, a committee on Business, consisting of seven, whose duty it shall be to prepare and present at each meeting a minute of such matters of business as should be brought before the Association for its action, to whose report precedence shall always be given.

ARTICLE 4.

1. The President shall preside at all meetings of the Association.

2. The first Vice-President, shall, in the absence of the President, or whenever he shall vacate the chair, perform all the duties of the President.

3. The second Vice-President in the absence of the President and Vice-President, shall perform the duties of the President. He shall also, in addition to the duties of Vice-President, act as Treasurer of the Association.

4. The Secretary shall keep a record of the proceedings of the Association, shall cause two copies of the same to be made in proper books to be provided for the purpose, one of which shall be deposited in the office of the State Superintendent, and shall have charge of the correspondence of the Association.

5. The second Vice-President as Treasurer, shall have charge of the funds of the Association, and under the written direction or warrant of the President, countersigned by the Secretary, shall disburse the same.

ARTICLE 5.

The Association shall hold at least one session annually, during the month of May, in the city of Baltimore, and special meetings at such times and places as the President may by special call direct.

ARTICLE 6.

The members of the State Board of Education, its Secretary, the Professors of the State Normal School, and the Presidents of the several colleges under control of the State Board of Education, shall be honorary members of this Association, with all the privileges of regular members.

ARTICLE 7.

Additions to, or alterations of this Constitution; may be made by a vote of two-thirds of the members present at any annual meeting.

BALTIMORE, MD.

December, 12, 1866.

Pursuant to the call of the President, the Association met at the rooms of the State Board of Education at 10 o'clock, A. M., and was called to order by the President, Lieut. Governor C. C. Cox. After the preliminary business of calling the roll and reading the minutes of the preceding meeting, the following resolutions were submitted by the committee of business, and adopted.

Resolved, That we have undiminished confidence in the system of popular education now in successful operation in this State.

Resolved, That the compensation of the Presidents of the county boards and commissioners should be paid directly from the School funds.

Resolved, That we recommend the introduction of vocal music into our schools whenever practicable.

Resolved, That the time of vacation should be optional with boards of commissioners of the respective counties, provided that their discretion shall be limited to the time between June 30th, and November 15 of each year.

Resolved, That we regard the irregularity of the attendance at our schools as a serious evil.

Resolved, That we regard with a high degree of satisfaction, the employment of so many females in our schools, and hereby express our conviction, from actual observation of their peculiar fitness for the work and their efficiency as teachers.

Resolved, That greater accuracy is required in keeping registers and making reports, and that to compel this, commissioners should rigidly adhere to the law.

Resolved, That it would, in our opinion, greatly stimulate the pupils of our schools and encourage their parents and friends, to adopt some judicious system of weekly reports to their parents and guardians.

Resolved, That we recommend a wide and liberal distribution of educational tracts and papers.

On motion the Association adjourned until to-morrow.

BALTIMORE, MD.

December 13, 1866..

The Association met at 10 o'clock, and after being called to order by the first Vice-President, Dr. Hopkins, of Howard county, Mr. Zevely presented a plan for publishing a State school journal, which he thought essential to the success of the public school system. After considerable discussion, was

Resolved, That this Association recognizes the importance of a State educational and family journal, and that the Presidents of the city and county Boards be requested to ascertain before February 15th, the number of subscribers that can be secured, and forward the result to Mr. Zevely immediately thereafter.

On motion of Dr. McJilton, it was

Resolved, That an application, signed by the President and Secretary of this Association, be made to the General Assembly for a subscription of fifty copies for each of the counties and the city of Baltimore, to be circulated by the city and county boards.

On motion of Mr. Thompson, of Queen Anne's, it was,

Resolved, That the State Superintendent be requested to publish an address to the parents and guardians on the importance of regular attendance of children at school, and furnish the Presidents of county boards with a sufficient number of copies for distribution among the people.

The following resolutions in addition to those presented by the committee on business at yesterday's session, were offered and adopted.

Resolved, That the committee appointed to submit to the General Assembly the action of this Association, be instructed to co-operate with the State board in suggesting the necessity of passing a general law authorizing and requiring the county commissioners to levy annually, such county school tax as may be found necessary, and certified by the board of county school commissioners, to build, repair and furnish school houses, and continue the schools in operation for ten

months in the year, if the State tax under the new assessment be not sufficient.

Resolved, That this Association has a high appreciation of the value of the State Normal school; and as the supply of competent teachers must be drawn chiefly therefrom, the commissioners of public schools should encourage competent young men and women to seek admittance to it.

In reference to the Normal school, the following was adopted:

Whereas, the Normal school is designed to qualify teachers for the public schools of the State and the interest of said school would be advanced by some definite official relation between the school and the school boards.

Resolved, That the Presidents of these boards should be a Board of Visitors of the Normal school, to report the result of there observations to this Association.

With reference to text books, it was

Resolved, That the uniform series of text books has proved acceptable to teachers and useful to the pupils; and that the mode of purchasing and distributing books adopted by the State board, has been satisfactory to the county boards, and economical to parents and guardians.

Messrs. Anspach, Ellis and Boullet, were appointed a committee to present the action of the Association to the General Assembly.

No further business being before the Association it adjourned sine die.

PLAN FOR THE CLASSIFICATION OF PUPILS OF MIXED UNGRADED SCHOOLS.

BRANCH.	TEXT BOOKS.	STANDARD REQUIRED FOR TRANSFER TO THE NEXT HIGHER GRADE.
PRIMARY CLASSES.		
First Grade.		
Reading.....	Willson's Primer, combined with slate and blackboard.....	Proper Read'g of any Piece in Willson's Prim.
Numbers.....	Davies' Primary Arithmetic, with slate and blackboard.....	To answer 4 out of 6 questions in first 18 lessons in Prim. Ar.
Spelling.....	Pronouncing Speller, with slate and blackboard.....	To spell orally 15 in 20 words from Primer, or from first 26 pp. Pron. Sp.
Writing.....	Slate exercises.....	To print capitals and small letters on slate, and make figures to 100.
Object Lessons.....	Oral instruction.....	To evince correct ideas of form, size, lines and primary colors.

PRIMARY CLASSES.

Third Class.		Second Class.	
Reading.....	Willson's 1st Reader.....	Reading of 1st Reader, with regard to inflection, pauses and expression.	IX.
Numbers.....	Davies' Prim. or Intell. Arith.....	To answer 4 in 6 questions in Prim. A to p. 61, or Intell. to p. 34, and repeat mult. tab. to 5x12.	
Spelling.....	Pron. Speller, with slate and blackboard.....	To spell 15 in 20 words orally, or in writing, from Pron. Sp. to p. 50, or 1st Reader.	
Writing.....	Slate and Blackboard exercises.....	To write on slate or black board a plain, script hand, and make figures, &c. Ro. No. to 100.	
Object Lessons.....	Oral instruction.....	To evince correct ideas of place and distance, and illustrate forms, &c., on black board.	
Reading.....	Willson's 2nd Reader.....	Reading of 2nd Reader, with regard to inflection, pauses and expression.	
Numbers.....	Primary or Intell. Arithmetics.....	To answer 10 in 15 ques. from Prim. or Intell. to p. 65, and repeat table of mult and Den. Nos.	
Spelling.....	Sargents Pron. Speller.....	To spell orally, or in writing, 15 in 20 words in Pro. Spel. to p. 96.	
Writing.....	Pay. D. Penmanship.....	To write a neat, large hand.	
Geography.....	Cornel's 1st Steps.....	To answer a majority of questions on less. 13, 17 and those on p. 68 of 1st Steps in Geog.	
Object Lessons.....	Oral instruction.....	To draw simple Geomet. fig's on slate or blk. bd. and distinguish secondary colors.	

PLAN FOR THE CLASSIFICATION OF PUPILS OF MIXED UNGRADED SCHOOLS.

BRANCH.	TEXT-BOOKS.	STANDARD REQUIRED FOR TRANSFER TO THE NEXT HIGHER GRADE.
<div> <div>PRIMARY CLASSES</div> <div>Fourth Grade.</div> </div>	Reading.. .. .	To read any piece in 2d or 3d Read prop'ly and give the vowel sounds and notation. To work and explain 3 quest. on each Fund. Rule, notation and nums. on black board.
	Arithmetic.....	
	Spelling.....	To write 20 words (on black board) selected from any Text-Book of grade. To write a neat, legible small hand. To draw an outline map of Md. and name prom. feat. of map U. S.
	Writing.....	
	Geography.....	To give a brief account of 10 out of 15 impt. events in the hist. of U. S. or His. of Md.
	History.....	
	Gram. and Compos..	To answer 5 out of 6 ques. in 1st steps and exhibit an original composition. To deliver or read a selected piece in N. Lit. Orator.
	Declamation.....	
	Object Lessons.....	To answer 4 in 6 questions on colors, Nat. History or Nat. Phenomena.
	Oral instruction.....	

Reading.....	Willson's 3d or 4th Reader.....	To read any piece in Text-Book properly, and give vowel and consonant sounds.
Arithmetic.....	Davies' Pract. and Itell. Arithmet- tic.....	To solve and analyze 6 out of 10 ques. taken promiscuously from both Pr. and Intel. A.
Spelling.....	Sargent's Pron. Sp., with dictation exercises.....	To write on Black-board, or slate 15 in 20 words from any Text-Book in Grade.
Writing.....	P. and Dunt. Penmanship.....	To write a free, running hand in Nos.
Geography.....	Grammar School Geo. and Globe...	To answer 20 in 30 promiscuous questions on Gram. S. Geog. or Globe, and draw an out- line map of the U. S.
History.....	Childs Hist. of U. S. or Hist. of Maryland.....	To give a brief account of 10 important events in Hist. of U. States., Hist. of Maryland.
Grammar.....	Quackenbos' 1st steps in Grammar.	To correct 4 sentences in false syntax on black board, giving rules for correction.
Etymology.....	Lynd's Etymology.....	To give prefixes, suffixes and roots of 6 com- pound words from 1st part.
Composition.....	Jarvis' Prim. Physiology.....	To exhibit an original composition of not less than 20 lines.
Physiology.....	Phelps' Nat. Philosophy or Will- sons 4th Reader.....	To answer one question in each chapter of Text-Book.
Natural Philosophy....		
Book-keeping.....	Pay and D. single entry Book-keep- ing.....	To answer 6 in 8 questions on Natural Phe- nomena.
Declamation.....	Sargent's Int. Speaker or North- end's Entg. Dialogues.....	To exhibit correct forms of acot's, and answer 4 in 6 ques. on gen. prin. of Book-keeping. To deliver or read correctly a Rhetorical se- lection.

PLAN FOR THE CLASSIFICATION OF PUPILS OF MIXED UNGRADED SCHOOLS,

BRANCH.		TEXT-BOOKS.	STANDARD REQUIRED FOR TRANSFER TO THE NEXT HIGHER GRADE.
<div>GRAMMAR CLASSES.</div> <div>Senior Class.</div>	Reading.....	Willson's and Sargent's 4th Reader.	To read a selected piece.
	Arithmetic.....	Davies' Pract. and Intell. Arit ..	To solve 15 out of 20 examples selected pro-
	Spelling.....	Pron. Speller or any Text-Book in Grade	miscuously. To write out 40 in 50 words from any Text-Book in Grade, and repeat rules for spelling.
	Writing.....	P. and D. Penmanship Nos.....	o exhibit a neatly written copy
	Geography.....	Gram. Sch. Geog. and outline maps and Globe.....	To draw a map of Maryland or of U. States, and name prominent features of outline map of World.
	History.....	Good. Pict. Hist. U. States.....	To write a brief account of some prominent event in Hist. U States.
	Grammar.....	Quackenbos' Eng. Grammar.....	To correct and write neatly all sentences in false syntax (on slate or black board.)
	Etymology.....	Lynd's Etymology.....	To give prefixes, suffixes and roots of 12 words.
	Composition.....	Quackenbos' 1st. Less. in Comp....	To exhibit an original composition of not less than 50 lines.

GRAMMAR CLASS.			
Junior Grade.	Physiology	Jarvis' Primary Physiology	To give correct answers to 6 general questions on Branch.
	Natural Philosophy	Phelp's Philosophy and Chemistry.	To answer correctly 10 questions on Natural Philosophy and Chemistry.
	Algebra	Davies' Elementary Algebra	To solve simple equations of 1 or 2 unknown quantities.
	Book-keeping	P. and D. Book-keeping	To exhibit a correct set of books on single entry, and answer 6 in 8 questions on gen. principles.
	Declamation	Sargent's Intermediate Speaker	To deliver an original or selected piece.

GENERAL RULES.

- 1st. No Pupils shall be transferred till they are able to sustain an examination on *all* the Branches of the Grade or the class from which they seek to be transferred.
- 2d. The examinations for transfer to a higher *Grade* shall be held at the close of the term.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in financial matters. The text suggests that organizations should implement robust systems to track and document every aspect of their operations, from procurement to sales.

2. The second part of the document addresses the challenges associated with data management and security. It highlights the need for organizations to protect sensitive information from unauthorized access and ensure the integrity of their data. The text recommends the use of secure storage solutions and the implementation of strict access controls to mitigate risks.

3. The third part of the document focuses on the importance of regular audits and reviews. It states that periodic assessments are necessary to identify potential weaknesses and areas for improvement. The text encourages organizations to conduct thorough audits of their financial statements, internal controls, and operational processes to ensure compliance with relevant regulations and standards.

4. The fourth part of the document discusses the role of technology in enhancing organizational efficiency and effectiveness. It mentions that leveraging modern tools and software can streamline workflows, reduce errors, and improve overall productivity. The text suggests that organizations should invest in training and development to ensure their workforce is equipped to utilize these technologies effectively.

5. The fifth part of the document concludes by emphasizing the importance of continuous improvement and innovation. It states that organizations should foster a culture of learning and adaptability, encouraging employees to seek out new opportunities and challenges. The text suggests that regular communication and collaboration are key to achieving long-term success and growth.

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